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A COMPARISON STUDY OF HUMAN VALUES OF THE VIETNAM PRISONERS OF WAR EXPERIENCING LONG-TERM DEPRIVATION

A Thesis

Presented to the

Graduate Faculty of the

School of Human Behavior

United States International University

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts

in Human Behavior

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by

Howard Elmer Rutledge

SAN DIEGO, 1974

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Presented to the

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Chapter 1

PROBLEM FORMULATION AND DEFINITION

Considerable study has been accomplished, and emphasis placed on assessment and enhancement of human values. (Maslow, 1968, 1971; Rucker, 1969; Lasswell, 1950; Werkmeister, 1967). Rarely, however, does a circumstance arise where a significant number of Americans have been placed in an environment for an extended period that has the potential of being an almost totally deprived state for value enhancement, and following such an experience, are available for questioning and examination. One of the news stories of 1973 suggests that such a circumstance exists in the body of the American Prisoners of War released by the North Vietnamese.

Background of the Problem

The year 1973 saw an end to the United States combat role in Southeast Asia. Simultaneous with the withdrawal of the United States forces from the theatre, the release and return to the United States of the POWs was accomplished. While such an humanitarian act has become accepted and expected behavior of belligerent powers following the cessation of hostilities, this particular

group was unique in that they had been pawned, exploited, brutalized and deprived on a far larger scale for a longer period than any other similar group of Americans in history.

Without their knowledge or consent the POWs became a national issue and commanded national attention for an extended period. Every agency of government, every patriotic organization and institution, every church, and Americans by the millions at grass roots have extolled their virtue and heaped lavish praise upon them. Few news stories have ever broken that were so devoid of criticism to the principal characters.

Following the incremental release in late March, 1973, the POWs themselves made public the conditions of their imprisonment, confirming all the earlier suspicions about their torture and abuse. But they also revealed a highly structured command organization founded on mutual trust and respect, and made possible through covert communications. Bonds of intimate friendship were built that "will last an eternity." (Rutledge, 1973:59). Every major newspaper in the country carried their story. Early April, 1973, issues of *Time* and *Newsweek* magazines added to the accounts. Several books authored by the POWs have been published (Rutledge, 1973; Gaither, 1973; Chesley, 1973; Risner, 1973; Plumb, 1973; etc.), creating sufficient evidence to substantiate a state of near total deprivation of Maslow's Deficiency-Needs (D-needs) during

their incarceration. (Maslow, 1971:25). Yet, their recorded statements and actions belie any hypothesis that they suffered any significant regression in their value system, or dehumanization.

Statement of the Problem

A significant number of Americans were subjected to a long-term deprived state that would be ethically and practically impossible to duplicate in the field.

The specific research problem addressed by this study was whether or not this experience of long-term deprivation of basic needs effected significant change in their value framework.

Purpose of the Study

The purpose of this study was to determine the net effect on the Vietnam POW value framework resulting from the deprived conditions of imprisonment. The study compared an equivalent group of aircrew members within the universe, not captured, but from which the Vietnam POWs were taken, and the POWs themselves.

Demographic information revealed considerable variance in captor treatment and length of imprisonment, and it was possible to gain insights into certain specific factors bearing on the makeup of a value system. Thus, this study also undertook to investigate and isolate actions taken by the captor related to a value category

shift, i.e., extended periods of solitary confinement, isolation, multiple tortures, starvation, etc.

Questions

The following questions were fundamental to the study:

1. What values, on a relative scale, did the Vietnam POWs hold following their release?

2. What values, on a relative scale, did aircrew members who saw combat in Southeast Asia hold at the same time reference?

3. Was there any specific action taken against the Vietnam POW by the captor (e.g., solitary confinement and/or isolation) which directly related to the regression or enhancement of a value category?

Hypotheses

The research hypotheses of this study are:

1. Under environmental conditions where severe deprivation of basic needs exists but where association or communication with others in an atmosphere of mutual trust is present, there will be no permanent debilitating effect on a value framework and significant change will not occur.

2. The specific action taken by the captor against the Vietnam POW considered most effective by him and

directly related to a change in a value pattern was solitary confinement.

Theoretical Framework

The environment in a Vietnam prison has been described as one in which gratification of Maslow's D-needs were severely threatened, and under such conditions, Maslow believed a society develops in which most people would tend to move away from higher value (B-value) enhancement. (Maslow, 1971:140). Maslow equates good and bad conditions with Ruth Benedict's concept of synergy, i.e., good conditions have high synergy, bad conditions have low synergy. The hypothesis is then developed that societies with high synergy will move toward B-values (enhancement), and societies with low synergy away (regression).

The Vietnam POWs were confined alone or in small groups (two-four) for extended periods but were successful in their efforts to communicate with each other covertly, and did organize themselves into a highly structured society. For the most part, their communication was adequate enough for them to establish rules governing their conduct, and to be knowledgeable of the activities of one another. There was little or no social interaction (fun and games). Rules of conduct were based on existing military law at the time of their capture, and the criterion "unity before self." (Rutledge, 1973:72). The

sophistication of their society continued to progress from beginning to end, as did their communication system, and its underlying dynamic was that all actions taken by it were to be mutually advantageous to the society and to the individual. Such is the basis for a high synergy society, and a conflict is developed with Maslow's precept.

This study proposes to reveal the net effect, if any, on a value system following an experience of long-term deprivation. While a definitive conclusion of *why* a value pattern was reordered probably cannot be reached, the formulation of the research hypotheses of the study was based on the society the POWs did develop.

Several lists or sets of value categories have been delineated by different psychologists. In general, each set is related in one way or another. For convenience and ease of testing while remaining in the theoretical framework above, the value categories developed by Lasswell (1950) were employed.

Significance of the Study

The Vietnam POW presents a researcher with a situation unique in modern history. The specific environmental conditions under which he was forced to live, the abusive treatment he endured, and the length of his confinement combine to make him an ideal subject for significant research in the general subject area of human

behavior. His total experiences cannot, for obvious reasons, be reproduced experimentally in the field.

The mellowing quality of time urged conduct of the study as quickly as possible. The subjects were moved back into an affluent environment, into a society marked with change, but one in which they were generally familiar. As their memory fades, the radical shift in environmental conditions provides shocking stimuli tending to produce further, and perhaps dramatic, change in their value system, such process commencing immediately following return. Thus, timeliness was important to the study.

The study may also have significance for the military services. Any relationship established between an enemy captor action and prisoner behavior would be useful to survival training schools responsible for training armed forces placed in a situation where they could be captured and held in conditions similar to those in the study.

Definitions

The term "Vietnam POWs" was used to mean those aircrew members captured and incarcerated in North Vietnam only, and who were released following the signing of a peace agreement. This definition specifically eliminates those aircrew members and ground forces captured out-country (Laos, South Vietnam), and others who escaped or were released prior to reaching agreement.

Additionally, those POWs who were charged with misconduct were not included in the population so as to avoid controversy. The number of aircrew POWs eliminated under this definition is estimated to be only 3 percent of the total.

The terms "solitary confinement" and "isolation" were considered separate. Solitary confinement is that condition where there is forcible confinement alone, but where he may see, hear, or sense in any way that others are located in the immediate vicinity. Isolation is solitary confinement where there is no perception of the existence of any other prisoner, making communication impossible.

Scope of the Study

The scope of this study will be limited to an analysis of Vietnam POW values. Under the definitions above it will be further limited to those POWs who were aircrew members. Since the large majority of aircrews were commissioned officers from the Navy, Marine and Air Force any generalizations must then be limited to the officer corps of these services. Aircrews made up approximately 75 percent of the total number of American POWs in Southeast Asia. This ex post facto study could serve as a pilot study for a more thorough analysis.

Chapter 2

REVIEW OF THE LITERATURE

This chapter will present a review of the current and relevant literature necessary to provide a basis for understanding the conceptual framework of the study. Human values or "valuing" has been an important concept in the study of man and his behavior for centuries. It is a core concept across all the social sciences. While a complete and historical summary of the many and varied viewpoints on valuing would be fruitful, such a thorough review is beyond the scope of this study and not required for its understanding.

Three main subject areas were developed and the literature reviewed: (1) value concept and theory, (2) Vietnam POW literature, and (3) meaning and measurement. An abundance of published material was available and the selections presented were chosen to meet the needs of the study.

Value Concept and Theory

The concept of values means many different and diverse things to different people, and has a long history of circularity in definition. Such differences leading to

difficulty in value research prompted Maslow (1968) to conclude that the concept "value" will soon become obsolete, and that it is usually possible to substitute a more specific and less confusing synonym anyway. While Rokeach (1973) would agree, he believes much of the confusion can be eliminated through operational definition, avoiding such terms as "ought" or "should" or "conceptions of the desirable."

Historically, the value concept has been employed in two distinctively different ways in human discourse--whether or not a person "has a value" or an "object" has value. These two approaches have been recognized and pointed out by writers from all the various disciplines, e.g., Charles Morris (1956) in philosophy; Brewster Smith (1969) in psychology; and Robin Williams (1968) in sociology. Such writings highlight the requirement to make a decision at the outset of any study on which approach will bear more fruit.

The literature reveals important writings from both camps, and a final decision may rest on the unique nature of the study involved. On the "person" side are such approaches as those of Allport, Vernon, and Lindsey (1960), Kluckhorn (1951), Kluckhorn and Strodtbeck (1961), Maslow (1954, 1959, 1964, 1968, 1971), Rucker, Arnspeiger, and Brodbeck (1969), Rucker (1973), Woodriff and DiVesta (1948) and Werkmeister (1967). On the "object" side are found, for example, the writings of Handy (1970), Perry

(1954), Lewis (1962), Hilleard (1950), Katz and Stotland (1959), Jones and Gerard (1963) and Campbell (1963). This research, of course, lends itself to personal values.

A summarization of dictionary definitions is helpful prior to presenting any operational definition of the concept of value. A dictionary version defines "value" as something intrinsically desirable; of great use or service; enduring; having worth as measured by its qualities of merit, excellence or importance, or by the esteem in which something is held. Such a summary includes all of the operable elements of a value theorist, but additional insight and amplification of human values is gained by a review of several particular points of view.

Basic Value Categories

It is proper that this review begins with the writings of Harold D. Lasswell of Yale University, whose eight value categories are the concepts tested in this study. He tells us "a value is a desired event--a goal event . . . of acts of valuation." (1950:16).

> To specify a person's values and to characterize his personality is to give equivalent descriptions of the same acts, the one locution directing attention to the environment, the other to the actor. (Lasswell, 1950:17).

Lasswell maintains we are to be

> . . . concerned for the most part with two important groups of values but it is not assumed that these groups are the only values which may be objects of scientific inquiry or practical action. (Lasswell, 1950:55).

The two value groups are "welfare" and "deference." By welfare, Lasswell means those values whose possession to a certain degree is a necessary condition for the maintenance of the physical activity of a person, and includes: well-being (health and safety of the organism); wealth (income--goods and services); skill (proficiency in any practice whatever); and enlightenment (knowledge and insight). Deference values are those that consist in being taken into consideration (in the acts of others or self), and include: power (influence); respect (status, honor, recognition, prestige); rectitude (responsibility and morality--virtue, goodness, righteousness); and affection (love and friendship).

While Lasswell would agree with the machiavillian philosophical view that all peoples everywhere are and have been animated by the same desires and the same passions, he points out that it is impossible to assign a universally dominate role to some one value or the other.

> There are differences in the comparative importance attached to the various values. No generalizations can be made a priori concerning the scale of values of all groups and individuals. (Lasswell, 1950:56).

In short, what values are operative to what extent can be determined only by specific inquiry.

Lasswell's interpretation of the concept of values is to be understood in the sense of objective relativision, and this concept includes both intrinsic and instrumental values: Y may be valued on its own account,

or for some Z to which it is believed to lead. He takes exception with those who explain behavior by the hedonic principle:

> Indulgence and deprivation are general terms for any improvement or deterioration in value position or potential. The concepts have nothing to do with the pleasure-pain ratio of the utilitarians; no useful purpose is served by describing all the various values in hedonic terms . . . . Nothing more is involved than that values are valued, that conduct is goal-directed. Given certain goals, action is based on expectations of indulgence and deprivation with regard to those goals. (Lasswell, 1950:61-62).

Humanist Approach and Development

Going beyond Lasswell, expanding and developing the basic value categories, W. Ray Rucker of United States International University, proposes that every human event can be classified under one of these eight general concepts. Avoiding the controversy of distinguishing values from drives, needs, wants, attitudes, etc., Rucker states:

> A value is simply a preferred event . . . . We are engaged in describing "preferences" and not mere "physical pushes and pulls" when dealing with values. The concept of value is meant to interest us more centrally in the choice making process, which begins in infancy and becomes progressively more complex with growth toward adult status. (Rucker, 1969:85-86).

A value framework is a way of describing a process that is basically organic in the beginning and which becomes increasingly psychodial, and it represents the relative importance that an individual places upon each value concept. This framework is dynamic, changing as human events occur. In his attempt to portray this

dynamic condition, Rucker has proposed a value deprivation-enhancement continuum. As enhancement or deprivation occurs, a person may slide "back and forth" along this continuum towards high or low synergy, humanization or dehumanization. (Rucker, 1973:130). Rucker defines and then utilizes the concept of human dignity.

> Human dignity is the pursuit of any value goal in such a way so as not to overdeprive or overindulge the values of others with whom one is interacting or other values of the self. (Rucker, 1969:93).

He explains: "It is useful to use a word like dignity as meaning a high state of actualization and indignity the other direction of counter growth." (Rucker, 1973:136).

Rucker refutes any opinion that values are laid on us by society or culture.

> Instead, values emerge from us and are in our organismic life force. Such valuing often becomes thwarted, deflected or distorted in the social process. It is value deprivation that lies behind our personal and social problems. (Rucker, 1973:127).

Individuals may seek value fulfillment in many different ways but enhancement to some degree, in each category, is necessary to the development of basic humanness, and it is in human transactions that actualization occurs. Rucker is very clear on this point.

> There is no possibility of attaining self-actualization if one does not do it in company with other human beings. You can only do it as you reach out to others. Only as the transaction is completed are you fulfilled. Only through the process of sharing responsibility with other human beings in uplifting the human conditions are you uplifted. (Rucker, 1973:128).

It is in the transaction of the forces of two or more people, then, that we can clarify the basic meaning of value. And it is here that a partial basis for the second research hypothesis of this study is found. Aside from the physical deprivation inherent in the Vietnam prison environment (which one might expect to drastically affect the well-being value), when, in addition, the prisoner is confined alone (isolation or solitary) he has little or no possibility for interpersonal relations, and regression, at least temporarily, occurs. Though this hypothesis is not testable, the potential crippling effects of tension following many serious deprivations may distort and inhibit creativity and productivity over time, and thus deny a POW the status of a fully participating and fully functioning person once returned to a free society.

The notion that the total POW experience would have some effect on his value system at release prompted this research. And though, as has been stated, this system is dynamic, and recovery or enhancement may be in progress, any permanent or semi-permanent set or lingering bias is testable.

Behavioristic Theory

Having briefly presented value theory that denies the placement of values by environment, society or culture, a review of the literature would not be complete

without including an opposing view. Such a different view is embodied in the writings of a leading spokesman for behaviorism, B. F. Skinner of Harvard University. Skinner explains all human action by operant conditioning.

> A child is born a member of the human species, with a genetic endowment showing many idiosyncratic features, and he begins at once to acquire a repertoire of behavior under the contingencies of reinforcement to which he is exposed as an individual. Most of the contingencies are arranged by other people. They are, in fact, what is called culture . . . . Some contingencies are part of the physical environment but they usually work in combination with social contingencies . . . the reinforcers that appear in the social contingencies are its values. (Skinner, 1971:121).

Skinner flatly rejects the idea of an inner man with a freedom to choose and suggests we have little reason to attribute any part of human behavior to an autonomous controlling agent. When he deals with the difficult questions raised by the "should" and "ought" of behavior, that is, inducing a person to behave for the good of others, he calls them value judgments to the extent that they refer to reinforcing contingencies. For example, "You should (you ought to) tell the truth," he explains.

> If you are reinforced by the approval of your fellow men, you will be reinforced when you tell the truth. The value is to be found in the social contingencies maintained for purposes of control. (Skinner, 1971: 107).

Summarizing Skinner's position as it pertains to this study, though his concept of man differs greatly with value theorists and attaches overriding importance to

culture and environment, he recognizes man does value, and for this research, the source of those values is not necessarily germane. In all fairness to Skinner he would place little scientific "value" on a study of values.

A. H. Maslow grants that the ideal of science is to reduce to a minimum the human determinates of theory (bias, values, wishes, etc.), but believes this will never be achieved by denying them, rather except and only by knowing them well. "The study of values, of needs and wishes, of bias, of fears, of interests and of neurosis must become a basic aspect of all scientific study." (Maslow, 1954:6).

Values and Philosophy

The philosopher Carnap held that value statements are not verifiable and that, therefore, they hold no theoretical sense. He regarded them as imperatives or the expression of wishes and not scientific. (Carnap, 1935:48). However, whether or not a study of values is or is not "pure science" is not at issue here. W. H. Werkmeister points out that while the laws and descriptive statements of physics or biology do not include value terms:

> Even the natural sciences operate within a value framework, for scientists generally act in conformity with the principle that truth is better than error; and this is a value judgment. (Werkmeister, 1967:64).

Werkmeister recognizes the influence of a cultural existence and deals with the "should" and "ought"

accordingly. In becoming part of a social group, an individual accepts the pattern of valuation of that group.

> As we mature, our conscience reflects even more fully our own insights and value commitments, and the *ought* which it imposes is essentially a self-imposed value-related obligation. (Werkmeister, 1967:35).

A promise or commitment freely and deliberately given entails an obligation and bestows a right. If our promise is an act of our own choosing, then we must have a reason. "This reason is not fully reducible to mere facts in the case but inevitably pertains to values . . . . My promise is value-motivated." (Werkmeister, 1967:63). Though man is the creator of his culture, that culture, in turn, is a formative force in man's own development, for superimposed upon his own natural drives and inclinations are the value patterns that stem from his cultural existence.

Philosophy is, for Werkmeister, a search for the meaning of human existence, and he believes this meaning can be defined only in terms of values and man's quest for values. Werkmeister looks upon man as more than just existing; he is a unique creature, a human becoming. Man experiences himself as a task, to self-direct his own becoming, and only if man is free in some important way can he also be a morally responsible individual. It is man who is the source of all value ascriptions.

Werkmeister does not provide us with a specific list of values fundamental to self-fulfillment but does

ascribe the ultimate value as being the full development of an individual as a person in the full sense of that term. He speaks of value patterns, of lower and higher values indicative of a hierarchical system, of value interdependence, and of distortions of a value scale as a result of conflict. Werkmeister says:

> The tragedy of human existence is that at times the higher values must be sacrificed for the sake of the lower because the latter are foundational to the former. Mere life is thus of lower value than is abundant life; yet no one can achieve the abundant life who does not first preserve life as such. (Werkmeister, 1967:217).

Deterministic Approach to Values

A middle ground view of human values is offered by Milton Rokeach of Washington State University. His work is clearly deterministic in outlook, aligning himself with the Skinnerian arguments against "autonomous man" and for determinism; that is, values are determined by environmental arrangements or contingencies of reinforcement. However, he states:

> Contrary to Skinner, I have argued that humans, determined though they are, vary in how much they care about freedom, dignity and other values; that they can indeed be said to possess values; that values determine behavior; and that value change leads to attitudinal and behavioral change. (Rokeach, 1973: 338).

In all of his value studies, Rokeach has made five important assumptions about the nature of human values. They are: (1) the total number of values that a person possesses is relatively small; (2) all men everywhere

possess the same values to different degrees; (3) values are organized into value systems; (4) the antecedents of human values can be traced to culture, society and its institutions, and personality; and (5) the consequences of human values will be manifested in virtually all phenomena that social scientists might consider worth investigating and understanding. (Rokeach, 1973:3).

Rokeach offers a thorough operational definition of values:

> A value is . . . an enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to alternative modes of conduct or end-states of existence. Once a value is internalized, it becomes, consciously or unconsciously, a standard or criterion for guiding actions, for developing and maintaining attitudes toward relevant objects and situations, for justifying one's own and others' actions and attitudes, for morally judging self and others, and for comparing self with others. Finally, a value is a standard employed to influence the values, attitudes, and actions of at least some others. (Rokeach, 1968:160).

The distinction is then marked between preferable modes or codes of conduct and preferable end-states of existence; between instrumental and terminal values (means and end). Rokeach's concept of a value system or pattern suggests a rank ordering of values along a continuum of importance similar to Rucker's enhancement-deprivation continuum. And given the distinction between instrumental and terminal values, Rokeach believes two separate systems may be posited--each with a hierarchical structure of its own, each, no doubt, functionally and cognitively connected with the other, and both systems

connected with many attitudes toward specific objects and situations. Further:

> Often a person is confronted with a situation in which he cannot behave in a manner congruent with all of his values. He is constantly having to choose between alternatives. A person's value system may thus be said to represent a learned organization of rules for making choices and for resolving conflicts--between two or more modes of behavior. (Rokeach, 1968:161).

As to the relative smallness of the number of human values, Rokeach says, "An adult probably has tens or hundreds of thousands of beliefs, thousands of attitudes, but only dozens of values." (Rokeach, 1968:125). The number of values is dependent upon the number of learned beliefs that concern desirable modes of conduct and terminal goals.

Rokeach addresses the confusion existing between the concepts of attitudes and values, and between values and needs. Though often considered more or less equivalent, attitudes differ from values in several respects but, primarily in that an attitude refers to an organization of *several* beliefs around a specific object or a situation whereas a value, on the other hand, refers to a *single* belief of a very specific kind. A value transcends objects and situations whereas an attitude is focused on some specified object or situation. A value is a standard but an attitude is not. Finally, a value occupies a more central position than an attitude within one's personality makeup and cognitive system, and it is,

therefore, a determinate of an attitude as well as behavior.

Regarding the controversy between value and needs, Rokeach reminds us that, "if indeed they were equivalent, then the lowly rat, to the extent that it can be said to possess needs, should to the same extent also be said to possess values." (Rokeach, 1973:20). In his view, man is the only animal that can be meaningfully described as having values. "Indeed, it is the presence of values and systems of values that is a major characteristic distinguishing humans from infrahumans." (Rokeach, 1973:20).

Maslow Psychology and Values

No literature review on human values, however limited in scope, could be considered complete without at least a cursory examination of the writings of Abraham Maslow. He spent a significant portion of his life studying and investigating values. He chaired the conference attended by scholars the world over on "New Knowledge in Human Values," held at the Massachusetts Institute of Technology in Cambridge in 1957, and his work will continue to bear fruit for many years to come. His writings are complex and difficult to digest but as his life span ended, he became ever more convinced of their validity.

Maslow's concept of man involves a biologically based inner nature, which is to some degree natural,

intrinsic and in a certain limited sense unchangeable, or at least, unchanging. The inner nature is in part unique to the person, and in part species-wide. It is good or neutral rather than bad, it is weak and delicate and subtle and easily overcome by habit, cultural pressure or wrong attitudes. Yet it rarely disappears; even though denied, it persists underground. If Nietzsche's God is dead, if the European existentialists proclaim Marx is also dead, and if Americans find their own political democracy and economic prosperity dying, then "there's no place else to turn but inward, to the self, as the locus of values." (Maslow, 1968:18).

Without directly saying so, Maslow fundamentally equates values with needs, or perhaps more fairly, thinks of values as giving expression to needs. Such needs or values are separated into those he considers basic or deficiency-motivated needs (D-needs) and growth needs or being-values (B-values). His D-needs are formed in a hierarchy of prepotency, that is, only when one is satisfied can you move on to the next. However, "the B-values so far as I can make out are not so arranged, but seem, all of them, to be equally potent on the average . . . ." (Maslow, 1971:324). Deficiency-needs and growth-needs have differential subjective and objective effects: satisfying deficiencies avoids illness whereas growth satisfactions produce positive health.

The hierarchy of basic needs is physiological needs (life maintenance), safety needs (security), belongingness (love relations), respect and self-respect (prestige), and self-actualization. "All these basic needs may be considered to be simply steps along the path to general self-actualization, under which all basic needs can be subsumed." (Maslow, 1968:153). Gratification of D-needs is deficiency motivated and calls for reduction of tension and restoration of equilibrium, and tends to be episodic and climatic; Maslow believes these basic needs are common to all mankind, and are, therefore, shared values.

> These basic needs or basic values may be treated both as ends and as steps toward a single end-goal. It is true that there is a single, ultimate value or end of life and also it is just as true that we have a hierarchical and developmental system of values, complexly interrelated. (Maslow, 1968:154).

In contrast with the basic values are Maslow's B-values. He provides a list of fourteen to sixteen of the most common but states they are "not common to all mankind, but only to some types of people or to specific individuals . . . idiosyncratic needs generate idiosyncratic values." For example, "Capacities are needs and therefore are intrinsic values as well. To the extent that capacities differ, so will values also differ." (Maslow, 1968:152). Maslow's B-values are similar to Robert Hartman's "intrinsic values." (Hartman, *The Science of Value*, in Maslow, 1959). Gratification of B-values is

growth motivated. Such motivation is long term, intending to maintain tension in the interest of distant and often unattainable goals. It is more or less steady upward and forward developing.

What is seen from Maslow is then,

> . . . two sets of values standing always in a dialetical relation to each other, yielding up the dynamic equilibrium that is overt behavior . . . . An old-fashioned way of summarizing this is to say that man's higher nature rests upon man's lower nature, needing it as a foundation and collapsing without this foundation . . . man's higher nature is inconceivable without a satisfied lower nature as a base. The best way to develop this higher is to fulfill and gratify the lower nature first. Furthermore, man's higher nature rests on the existence of a good or fairly good environment, present and previous. (Maslow, 1968:173).

Summary

This final statement of Maslow is directly related to the first research hypothesis of the study and the theoretical framework. A review of the literature on the Vietnam POW environmental conditions indicates a serious deficiency in D-need gratification and, therefore, an impossible circumstance for gratification of the B-values. While Maslow's B-values cannot be equated with the eight value concepts of Lasswell measured in this study, some of the B-value concepts are included in those eight general categories. It is fair to say Maslow would expect a lingering, probably regressive, effect following such an experience on their current value system. By comparison

with an equivalent group, this research looks at the differences.

Several dichotomies have been developed through a search of the literature, i.e., the origin and basis of human values. One, in particular, is germane. Rucker insists that value enhancement can only occur in a transaction between two people, while Maslow's study of healthy (self-actualized) people reveals

> . . . that they can be solitary without harm to themselves and without discomfort. Furthermore, it is true for almost all that they positively *like* solitude and privacy to a definitely greater degree than the average person. (Maslow, 1954:160).

In that extended periods of living alone was a circumstance experienced by many of the POWs, a correlation of this aspect to a change in a value framework takes on added significance.

While only a few value theories and approaches have been reviewed in any detail, sufficient orientation to the myriad of value positions has been provided. It is a fact that man and his values can be, and has been, conceived in a multitude of ways, but it is also true that before any research can take place, a subjective selection is required.

Vietnam POW Literature

It is doubtful that there is a single adult American who does not have some inkling of the environmental and social conditions that prevailed in the prisons

of North Vietnam. The release of the Vietnam POWs dominated the mass news media and their story, reported in detail, became public knowledge. However, in keeping with the theoretical framework of this study a brief review of the enormous volume of POW literature available will call attention to the uniqueness and severity of particular forms of deprivation suffered in Vietnam.

Any prison experience, by its very nature, means deprived states to some extent. Confinement by definition, alone or otherwise, is restriction, separation from society at large, and loss of certain freedoms and controls. Documentation of such deprivation is unnecessary and not provided. However those aspects, unique and believed to be important determinants effecting change in a value pattern, are developed.

There are seven books authored by the returned Vietnam POWs currently in print, with twice that many more in a review phase within the Department of Defense. National news periodical, social, scientific and technical journals, every newspaper in the country and every wire service in the world provide an overabundance of literature. Each individual POW's testimony is in print somewhere. The researcher has not only read most of the material, he has a personal acquaintance with the majority of the POWs, and is acutely and personally aware of the totality of experience as a POW "in communication" himself for over seven years.

Recognizing the tendency toward researcher bias, every attempt has been made to obtain objective data and to present the "typical" condition. In truth, as the total group experience was unique, so too, were the treatment, conditions, and perceptions different and unique for the individual POW. In many cases commonality ends with all being American, uniformed airmen having been shot down, captured, confined, and released under the same agreement.

Confinement Alone

Solitary confinement for nominal periods, whether or not isolated as defined in this study, is not in itself uncommon but the extraordinary length of time (up to five years) many of the POWs were forced to live alone is unique. Eric Berne observed prior to the Vietnam War:

> Such [sensory] deprivation may call forth a transient psychosis, or at least give rise to temporary mental disturbances. In the past, social and sensory deprivation is noted to have had similar effects in individuals condemned to long periods of solitary imprisonment. Indeed, solitary confinement is one of the punishments most dreaded even by prisoners hardened to physical brutality, and is now a notorious procedure for inducing political compliance. (Berne, 1964:13).

The North Vietnamese chose to go this route in spite of international law preventing such abuse. The Geneva Convention of 1949 (to which North Vietnam is a signatory) recognizes the use by a detaining power of solitary confinement as punishment for prisoners of war, but limits its use to an absolute maximum of thirty days.

Commenting on the effects of prolonged isolation of the POW variety, Jay Shurley, professor of psychology at Oklahoma University says:

> Anxiety comes first, because it [the solitary confinement] is a new experience and the men have no way of knowing how long it's going to be. Then, grief and mourning and depression set in, because they realize they've lost things that have significance for them . . . . Then, for some, there is adaptation. They accept the fact that they're there, even if they don't like it. (*Los Angeles Times*, April 6, 1973, Sec. A, p. 8, col. 7).

No man is an island unto himself, and the POWs generally felt "solitary" was the worst part of their prison experience. Colonel Robinson Risner, after a stretch of several months in the darkness of solitary, wanted to yell out:

> I'll do whatever you want me to. Just take me out of this black room and give me someone to talk to. I prayed. I ran. I exercised. I hollered and I cried, but I did not capitulate. I was hanging on like a man hanging on to a cliff by his fingernails. (Risner, 1973:180).

Such comments were not melodramatic. Air Force Lieutenant Colonel Robert L. Stirm says:

> I think a strict solitary confinement, strict isolation, is one of the most barbarous forms of treatment you could ever imagine. No man was designed to live alone, out of communication. (Rowan, 1973:173).

As to its effect, Captain Howard Rutledge writes:

> It's hard to describe what solitary confinement can do to unnerve and defeat a man. You quickly tire of standing up or sitting down, sleeping or being awake. There are no books, no paper or pencils, no magazines or newspapers. The only colors you see are drab gray and dirty brown. Months or years may go by when you don't see the sunrise or the moon, green grass or flowers. You are locked in, alone and silent in your

> filthy little cell breathing stale, rotten air and trying to keep your sanity. (Rutledge, 1973:36).

What did the POWs do in this vacuum to fill the time? Lieutenant Commander Ralph Gaither writes:

> I paced the floor and I prayed. Back and forth I walked. My nerves were on top of my skin. I couldn't sleep. I walked, and walked, and walked, for hours at a time without stopping. All day I paced, until my bare feet could stand no more and my leg muscles ached for rest. Then I sat down only long enough to allow me to walk some more. (Gaither, 1973:35).

Beyond their bodies, they kept their minds occupied by similar mental gymnastics. They built houses, roads, and bridges; the drilled oil wells; they dreamed and fastasied; they thought of families and classmates and friends; they did physics and math problems to several decimal places in their heads; they calculated money saved; and they looked inward at self. With eight years as a POW, more than three in solitary, Lieutenant Commander Robert Shumaker sums it up for most:

> My initial thoughts were materialistic. I found that as time went on, about the sixth year or so, these things lost their worth to me, and I put greater stress on human values, like friendship and things like that. (Rowan, 1973:73).

A UPI dispatch quotes Lieutenant Commander William Tschudy:

> Alone in a cell, all alone in a raw, rude cell with rough plaster walls and a concrete floor, alone day after day, month after endless month . . . taught me things about myself I would never have imagined otherwise. (*San Diego Union*, April 5, 1973, Sec. A, p. 2, col. 3).

When the long months or years of solitary are finally broken, how does it feel? An AP dispatch quoting Major Thomas Norris summarizes it: "One day my life in prison changed dramatically. I got a roommate, another POW pilot. My heart jumped in my mouth. Just to have somebody there in the cell--not to be alone." (*Alton Telegraph*, April 6, 1973, Sec. 1, p. 1, col. 7).

Physical Abuse

The same Convention at Geneva in 1949 that limits solitary confinement outlaws physical as well as mental coercion and duress. Yet again, the North Vietnamese ignored it. Not so primitive as "the rack" of the Spanish Inquisition, nor as modern as genital electrodes, but every bit as effective and many more times sadistic, the Vietnamese improvised when it came to torture.

Though they varied the ways they made a POW talk, few missed the quick and dirty method of the "rope treatment" elaborated on by Rear Admiral James Stockdale, the senior Navy prisoner. The rope treatment

> . . . could render any man irrational in one hour but would leave no physical scars. Torture in our parlance has a beginning and an end and lasts from an hour to maybe days. The basic mode is to weave, at first Manila lines and later nylon straps, about the prisoner's arms as he is seated on the concrete, and his arms are pulled up behind him. He usually has a heavy iron bar attached to his ankles with lugs, and then the straps are weaved around his neck and down under his feet. The guards would tighten the bonds and stand on the prisoner's back, shutting off blood circulation in the lower arms and forcing his head down between his knees . . . . (*San Diego Union*, April 1, 1973, Sec. A, p. 2, col. 5).

Rear Admiral Jeremiah Denton relates one of his ten different torture sessions. For a week:

> They beat me regularly and brutally while I was in large travelling irons with my hands tightly cuffed behind me. It was very cold and I had no blanket, no socks--only sandals and pajamas. When I moved, it hurt more. I was like an animal. Not even a healthy animal, like a crippled roach. I was pretty much of a vegetable. ("POWs Tell the Inside Story," *U.S. News & World Report*, April 9, 1973, p. 33).

Whatever method was used, the captor never gave up until he got submission or death. Commander William Stark was hung upside down from the ceiling on a meat hook, with his ankles in leg irons and his broken arms tied. (Rowan, 1973:236). From Captain Harry Jenkins, "Death was the easy way out. It's not being able to die that gets you. Many times I prayed for death and envied my fallen comrades." (*Los Angeles Herald Examiner*, April 1, 1973, Sec. A, p. 1, col. 6). Ernie Brace, an eight-year POW, describes long-term abuse:

> I was tied hand and foot and neck for the first 3 1/2 years. The last 2 1/2 years my feet were in wooden stocks. I was in 24 hours a day, my neck tied to a post and left tied in a lying down position at night. During the day, I sat up, my neck as I say, was tied to a post . . . . (*San Diego Union*, April 23, 1973, Sec. A, p. 2, col. 3).

Following one torture session. Lieutenant John McGrath said he was so helpless for several months, so helpless that he could not attend to his own bodily functions. "I lay in my own filth, infection covered my body and was closing in on my face." (*San Diego Union*, April 5, 1973, Sec. B, p. 4, col. 1).

And so the stories go. Torture dominated the POW talk and Commander Kay Russell explained why:

> If we talk about torture, it is because it was such a large part of our existence there. We lived in fear and terror many years and when you live in those kind of conditions you don't have many other experiences to relate. (*San Diego Union*, April 13, 1973, Sec. B, p. 4, col. 7).

The total effects of such brutalization may never be known, but almost every POW related a period of severe depression following torture and submission. Each POW, as he commenced captivity had great pride in himself, and placed high value on loyalty and duty--only to see these values shattered. Major General John Flynn, the senior American officer captured, summed it up for all:

> The thing that hurt me the most personally, was that after they had tortured me and got me to answer questions I came to the realization that I was not as strong as I thought I was . . . . I realized they could bring me to a point where, if they asked me to shoot my mother I probably would've done it. The impact of that realization was the toughest thing I had to handle. (*San Diego Union*, April 17, 1973, Sec. B, p. 2, col. 7).

Though the POWs returned as heroes, all had at one time or another felt like a traitor, having betrayed their country for "breaking" under torture.

Deprivation of Food

As has been pointed out, regardless of the school of thought, there exists within man a basic need for food. Whether it's classified as a drive or urge within an instinct to survive, whether it's classified as a D-need of Maslow, or a "well-being" value of Lasswell, hunger is

something. The literature reveals that the Vietnam POW experienced something well beyond "less than an adequate diet," but for those who survived, also, less than starvation. Perhaps the best description is simply severe hunger for long periods.

Most POWs suffered dramatic weight losses, up to seventy to eighty pounds, 30 to 35 percent of total body weight. Whereas other aspects of treatment differed between POWs, it is generally true that all received the same quantity and quality of food. While there was no way to accurately gauge the daily caloric intake, it is estimated to be approximately 800 calories during the period 1965-1969, and thereafter increasing to nearly double that amount by 1973.

The literature reveals consistency of description of hunger for the early POWs.

> I never really felt full the entire seven years in Vietnam; but every bite of seaweed soup, every small piece of sowbelly fat, every bowl of sewer greens kept me a little closer to health and survival . . . . Most of what we ate I considered inedible before prison, but meat--even dog meat--is the prime source of protein; and to survive we ate it, hair and all. (Rutledge, 1973:34, 70).

> We were put on a low quality rice diet, with thin soup . . . hunger pains became a way of life. (Gaither, 1973:28).

> I lost sixty pounds . . . . It is impossible for a person living under normal conditions in the U.S. to really understand what it means to be undernourished and hungry . . . . It cannot be described, only experienced. (Chesley, 1973:45).

> The thought of food became a twenty-four hour obsession. Though I was getting regular rations, I was hungry one hundred percent of the time. I dreamed of food every single night, all night long. (Risner, 1973:99).

As serious as the food problem was, Commander Dick Stratton could still find humor.

> Actually, I had a piece of bread in my hand one day in the darkness, and a damn cockroach was up there punching me in the beak, wanting a piece of bread. It reminded me that the only thing more disgusting than finding a cockroach in your soup is finding half a cockroach in your soup. (Rowan, 1973:67).

The inadequate quantity and quality of food was a problem for the POWs but there was improvement over the last two to three years. In the fall of 1969, the quantity was increased with the addition of a third meal, "breakfast." A typical morning meal added a small cup of sweet (powdered) milk and a third of a loaf of French bread. At the same time a majority of the men received part of the packages sent to them by their families. These packages were about 100 percent food. For those who did not receive packages, the items were shared by cellmates who did. It is estimated that the average weight regained over those last two years was twenty-five to thirty pounds.

The captor never gave a reason for the added calories but a twofold reason is speculated. One, they responded to world public opinion concerning abusive treatment of the POWs and two, they could ill afford to have the total group appear so undernourished at the

release point. Whatever the real reason, the consensus opinion among the POWs is that had the "old diet" been maintained a significant number of them would have died.

Additional Deprivations and Conclusions

In summary, it has been shown that beyond the normal deprivations suffered in a prison environment the Vietnam POW generally was subjected to the additional deprivations of isolation, physical abuse, and hunger. The literature, however, is clear that the length of time, the intensity and the exact nature of deprivation suffered varied uniquely with the individual.

Not presented, but additive and germane, are numerous recorded instances of the captor withholding medical treatment to induce compliant behavior. There was also near total sensory deprivations for extended periods in darkened cells; unsatisfactory sanitary conditions; inadequate protection from the cold of winter months. Most POWs were not permitted communication with their families for years. Many prayed for death, others contemplated suicide. The list of stresses and strains brought to bear is too long to enumerate. Some fifty-five men were known to have been captured alive but were reported as "having died in captivity" by the Vietnamese.

The way they overcame their hardships is a story unto itself, and is with all probability a factor of some import in their current value patterns. They beat the

solitary confinement with covert communication in the face of prison regulations preventing it. They organized their resistance into a highly effective command structure. For every man that entered a torture room, a hundred others went with him in prayer and spirit. They shared freely what little assets they had with each other. They developed a community of love and trust that was central to their survival.

Stating it succinctly, Stockdale said, "We organized, we fought and when we were down, we came back." (*San Diego Union*, April 1, 1973, Sec. A, p. 2, col. 5). And the first man off the first airplane, Rear Admiral Jerry Denton said it all:

> We are proud to have had the opportunity to serve our country under very difficult circumstances. We are profoundly grateful to our Commander-in-Chief and to our nation for this day. God Bless America.

Meaning and Measurement

The prime difficulties encountered in any study of human behavior is the qualitative measure of "non-observable" things, i.e., the concept of human values, and once measured, their meaning or significance. These difficulties have historically led many prominent social scientists away from such research in attempt to remain purely "objective" and "scientific." Meaning

> . . . certainly refers to some implicit process or state which must be inferred from observables, and therefore it is the sort of variable that contemporary

> psychologists would avoid dealing with as long as possible. (Osgood, 1957:1).

While it is true the only observable event is the behavior itself, few would deny that one of the most important factors bearing on *how* a person behaves in a given situation is the meaning that person gives to the situation. This meaning may be termed "attitude" or "value" or something else again.

As has been stated, there are several value theories, differing among themselves as to the nature of the implicit process going on within the "control box" of the central nervous system. If, as by common consent, values are an important determinant of human behavior, it is essential to find a kind of measurable activity, like sign-using, which is maximally dependent upon and sensitive to meaningful states.

Gardner Analysis of Personality Survey

When this study was proposed, a search for a suitable instrument to measure the value concepts uncovered the GAP Survey, developed by Lawrence E. Gardner. His goal was to provide a graphic representation of a particular aspect of personality, thereby helping an individual to better understand himself. He assumed the importance of a hierarchical value system

> . . . as the personality of an individual is the dynamic combination of characteristics, both physical and psychological that make up his identity. Those

> characteristics have their bases in the set of values that the person identifies for himself. (Gardner, 1972:3).

While the instrument has been expanded for use in the areas of guidance and counseling, it was originally developed to be used in a research project and lends itself naturally to this study. The results are numerical and pictorial, making it easily adaptable to comparing groups and identifying significant differences in their value goals.

The Survey does not set a numerical level for any of the value concepts as being appropriate for an individual or a group. Indeed, for anyone to set such a level would be presumptuous. Instead the results give only a relative level of importance a respondent may place on each of the eight value categories.

The only validity data available for the Survey are those which resulted from its first use. This instrument has been used subsequently in several studies; however, the feedback of repeated uses to determine final validity has only recently been initiated. Two important factors of validity are considered complete. They are the uniqueness of each of the eight subtests, and the establishment of agreement between knowledgeable people as to the categorizing of questions into the proper value goals.

The Semantic Differential

In his outstanding efforts to provide an objective index with appropriate symbolic representation in the measurement of meaning concepts, Charles E. Osgood devised the technique of the semantic differential. It is precisely this technique that adds further credibility to this research.

In Osgood's own words:

> The semantic differential is essentially a combination of controlled associations and scaling procedures. We provide the respondent with a concept to be differentiated and a set of bipolar adjectival scales against which to do it, his only task being to indicate, for each item, pairing of a concept with an intensity on a seven-step scale. The crux of the method, of course, lies in selecting the sample of descriptive polar terms. Ideally, the sample should be as representative as possible of all the ways in which meaningful judgments can vary, and yet be small enough in size to be efficient in practice. In other words, from the myriad linguistic and nonlinguistic behaviors mediated by symbolic processes, we select a small but carefully devised sample . . . chiefly indicative of the ways that meanings vary, and largely insensitive to other sources of variation. (Osgood, 1967:20).

The logic of semantic differentiation began by postulating a semantic space, a region of some unknown dimensionality and Euclidean in character. Each semantic scale, defined by a pair of polar (opposite-in-meaning) adjectives, is assumed to represent a straight line function that passes through the origin of this space, and a sample of such scales then represents a multidimensional space. Osgood's research then proceeded, by factor analysis, to identify as many independent dimensions

(Euclidean axes) as possible, with the goal of ultimately exhausting the dimensionality of the semantic space.

While such research is still in progress, current findings, with the concept variable eliminated, show the same three factors emerging in roughly the same order of magnitude and accounting for the large majority of total variance. (Osgood, 1967:72). Their relative importance in hierarchical order are evaluative, potency, and activity.

A complete and thorough review of the reliability and validity of measurement using the semantic differential can be found in Osgood's *The Measurement of Meaning*. It is sufficient to say here that no reason has been found to question the instrument on the basis of its correspondence with the results to be expected from common sense. The polar adjectives selected for the value concepts measured in this study were taken from Osgood's list (1957:Table 1-5), and include an equivalent number for measuring all three of the important factors above for each value concept.

Chapter 3

RESEARCH METHODOLOGY

This chapter describes the research methodology considered appropriate to conduct this study. Specifically discussed, and in the order of their presentation, will be the research approach and design utilized; the method by which subjects were selected; the research instrumentation and associated procedures; the data collection, recording and analysis techniques; the methodological assumptions employed; and the limitations of the research.

Research Approach

The research method used in this study is the multiple-group comparative survey. (Fox, 1969:46). This approach was selected in that it permits the researcher to make a qualitative judgment about the effect on a value framework of the prison environment where no previous baseline data existed. While a longitudinal comparison (before and after) was desirable and possible utilizing a retrospective survey, the duration of the prison experience was so long as to practically prevent accurate recall by the respondents, and the inability of the researcher to

discriminate between the composite population of the information obtainable would give rise to not only suggestive or tentative, but questionable conclusions. The comparative survey, on the other hand, produces the required results and provides the only approach independent of respondent memory.

It will be recalled that the uniqueness of the Vietnam POW circumstances begged for some exploratory study while a significant sample of them were still available for questioning. The major strength of the research approach is that the independent variable is easily identified. Though a value system is dynamic and may be normally dependent on many factors, the severe deprivation of the primary and hierarchical D-needs of Maslow experienced by the Vietnam POW would have a dominant effect in determining or reordering that system.

Research Design

The research design utilized in this study was a quasi-experimental Posttest Only, Control Group Design. (Campbell and Stanley, 1963:25). This is a design that permits one group which has experienced treatment to be compared with a group which has not, for the purpose of establishing the effect of the treatment. The degree to which the groups were randomly selected determines the degree of the true experimental nature of the research.

The symbolic model depicting the design is explained below:

Group	Pretest	Treatment	Posttest(s)
$E_{(R)}$		(X)	O_1 O_2
$C_{(R)}$			O_1 O_2

$E_{(R)}$ is the experimental group randomly selected from the total population of aircrews who were Vietnam POWs that had flown combat missions in Southeast Asia, and not subject to the limitations stated in Chapter 1. $C_{(R)}$ is a control group randomly selected from the membership of the Red River Valley Fighter Pilots' Association (River Rats). The criterion for obtaining membership in this association is that an aircrew member must have flown at least one combat sortie within the heavily defended areas of North Vietnam's most populous centers (Hanoi and Haiphong areas).

While the combination of $E_{(R)}$ and $C_{(R)}$ do not make up the total number of aircrews flying combat missions over North Vietnam, their size (approximately 4,000), and the known nature of military flight operations in the whole of Southeast Assia allows the researcher to make the reasonable and sound conclusion that they can be considered representative of the total. The limitation of selecting the control group only from the "River Rats" organization was imposed by the accessibility of the respondents.

(That is, knowing the names and the whereabouts of every man that flew in Southeast Asia.) $E_{(R)}$ and $C_{(R)}$ include pilots from all military services, some still active and others now in a civilian status.

The treatment in the study is depicted by the parenthetical X. The treatment X was confinement for any duration in a North Vietnamese jail, while the parentheses were added to indicate that the researcher had no control over the treatment, nor any influence over those who were selected for it.

It is important, however, to note here than the experimental group was considered as being randomly selected from a total population of aircrews flying combat over North Vietnam. A thorough search of the literature, coupled with the researcher's personal knowledge of the circumstances leading to the shoot down and capture of pilots over North Vietnam, reveals only isolated anomalies that might tend to indicate any difference between those aircrews shot down and captured, and those exposed to this danger but not shot down. In short, theory that even hints or suggests there was something special or apart from his contemporary comrade-in-arms should be dispelled. The Vietnam POW did not volunteer for the assignment, rather he was selected by the most impersonal and inanimate object of enemy fire. Finally, for every operational loss that led to capture, a dozen others can be

cited that did not. The validity of comparing the two groups arising from the same population is established.

The symbols O_1 and O_2 depict the instruments used to assess the value system, and will be discussed later.

According to Campbell and Stanley (1963:5-26) and Isaac (1971:42) the use of this design accrues the following additional strengths and/or advantages in terms of external and internal validity: (1) no interaction effect of pretesting and treatment; (2) the effects of history, maturation and testing, though not measured, were controlled; and (3) the effect of statistical regression did not occur as subjects were not selected on the basis of any extreme test score.

The hypothesis, stated in null form, is that there is no significant statistical difference in a value framework held by those who experienced severe deprivation of basic needs in a prison environment, and those who did not.

Selection of Subjects

The universe of the subjects to be questioned was all aircrew members (Navy, Marine and Air Force) who flew combat missions in Southeast Asia. It was from this universe that the population of the experimental group was selected (the Vietnam POW). The argument that this population was randomly chosen has been made in the preceding section on research design, and is confounded only

by the fact that all aircrew members lost to enemy action were not in the Vietnam POW population. There were some killed in action (KIA), others missing in action (MIA), and a third group known to be POWs but not returned and who presumably died in captivity. It goes without saying these categories of aircrews are not accessible and further delimit the population from the universe.

But from the population of aircrew members who were Vietnam POWs, all were accessible and an invited sample was selected using a table of random numbers. Within the theoretical framework, all human beings have a value system and with the randomized selection of both the sample and population, all concerns of representativeness were satisfied and generalization of findings to the universe justified. (Fox, 1969:322).

Also discussed above in the design section was the delimitation of the control group from the universe. Specifically, the control group was selected, using a table of random numbers, from the population of the existing membership of the Red River Valley Fighter Pilots' Association. The membership of this organization is voluntary with a limiting criterion of having flown at least one mission over the heavily defended and populous areas of North Vietnam. The extent to which this delimitation would weaken the generalization to the universe is not known. However, the known nature of military flight operations in the whole of Southeast Asia and the methods

of assignment of personnel to these operations tend to indicate that such a generalization is valid.

Instrumentation

This study uses two survey type instruments: one nonstandardized, developed by the researcher (the semantic differential--see Appendix A); and the other a previously tested instrument, the Gardner Analysis of Personality Survey (GAP Survey), developed by Lawrence E. Gardner. Both instruments are designed to provide an insight into and measurement of the hierarchy of values that are of importance to a respondent, thereby yielding a picture of his particular value system. The eight value categories of Lasswell were measured independent of one another, and a unique and differing value goal of an individual determined.

Guidance in preparing the semantic differential was obtained from Osgood (1957:53-84) and Isaac (1971:102). Several steps were taken to establish reliability and validity of this instrument. Reliability data were obtained by means of a field test using a small sample of locally based aircrew members that were included in the universe. The field test consisted of the test-retest procedure, with a one-week delay before administering the retest. Judgments concerning content validity and relevance of the instrument were obtained from faculty members of United States International University known for their

expertise in the field of testing and valuing concepts. Concurrent validity was established by correlating data obtained from the semantic differential of the sample above with the GAP Survey data.

In addition to the two value measuring instruments, separate questionnaires were developed for both the experimental and control groups (see Appendixes B and C). Part I of these questionnaires contains questions of fact, generally giving demographic information that was to provide insight into the specific factors that most affect value change. Part II contains questions of attitudes relevant to the research. Respondents were asked to respond directly to the questions raised by the study.

Data Collection and Recording

The instruments and the questionnaire were packaged into one envelope and mailed to the respondents. A letter of introduction and transmittal, and a set of written standardized instructions were included in each package.

The letter of transmittal furnished an explanation of the purpose of the study and the ultimate use to be made of the data obtained. Respondents were told there were no right or wrong answers, and a procedure was devised to protect their anonymity. Respondents were given the option of omitting any reference to their

identity and/or returning the package to a third party in the purpose of a USIU professor. A deadline for completion was established in the letter of transmittal.

To ensure sufficient data to complete the research, packages were mailed to a larger sample in each group than statistically required (over 100 in each group--about 30 percent of the POW population). By the deadline date, over 70 percent had been returned and data analysis commenced. An additional 10 to 15 percent of the packages were received later but not used in the study.

Data Analysis

The selection of the statistical techniques used to analyze the collected data was based on the specific questions and hypotheses put forward by the study. A correlation between the data obtained from the researcher developed instrument and the GAP Survey was conducted within each group for the eight value categories, and then the two groups' profiles correlated. A t-test of the significance between group means for each value category was computed and the results recorded in tabular form.

A profile analysis using the sign test was made. The profiles of mean response patterns between the experimental and control groups were plotted for each value category, and differences observed.

POWs with high and low solitary and isolation time, and POWs with less than one year and greater than

five years in prison were sorted out from the demographic data. Additional t-test comparisons of mean scores were made utilizing these groups.

Methodological Assumptions

With regard to the research methodology chosen for this study, it was necessary to make several assumptions. These assumptions were: (1) that the subjects sampled were not biased and were representative of the populations compared, and that both populations were drawn from the same universe, and therefore equivalent; (2) that the instruments utilized for obtaining data were valid; (3) that the responses to the instruments were frank, meaningful and accurate; and (4) that the techniques of analyzing the data were valid.

Limitations

The historical nature of the study imposed not a few limitations on the study and the researcher. While the particular research design employed, and the method used for data collection, countered many of the inherent weaknesses due to circumstance, they were to some extent forced and less than optimal. No baseline data were available, there was no evidence to prove the comparison groups equivalent, and a pretest was impossible. There was a total lack of influence or control in selection from the universe who was to become a POW, and all the variables

bearing on the makeup of a value system were impossible to recover. Overall treatment, the extent to which an individual POW suffered deprivations, and the length of his imprisonment all varied, out of the control of the researcher.

Additionally, the disadvantages of using a mailed questionnaire required by circumstances could have seriously affected the research through mortality. To compensate for the possibility of nonreturned questionnaires, and to insure sufficient data to make a valid comparison, the invited sample was enlarged.

In truth, the developed instruments did collect reliable data sufficient to make a comparison, and a determination of the effect of the prison experience on a value framework was accomplished, and justified.

Summary

Completion of the research established the basis for formulating the remaining chapters. Chapter 4 contains the analysis of data obtained and evaluative findings as they relate to the stated problem. Findings are presented in tables and graphs or charts as considered appropriate to furnish, clearly, evidence which bears directly on each question asked and each hypothesis posed. Chapter 5 summarizes the research, and states the conclusions reached. This chapter also presents a discussion of the implications of these conclusions, the gut feelings of

the researcher, and final recommendations resulting from the study.

Chapter 4

FINDINGS

In accordance with procedures outlined earlier, data were collected and analyzed for the purpose of making a determination of the net effect of the Vietnam POW experience on value patterns. This chapter is organized to report as clearly as possible the findings of the study. Tables and graphs are furnished to help the reader inspect each aspect of the data analyzed in the detail necessary for understanding. This chapter includes a descriptive analysis of the respondents, the correlation of the data from the instruments used, a group value analysis, and a selected demographic analysis.

Descriptive Analysis

Questionnaires were mailed to 120 randomly selected subjects in each of the experimental (POW) and control (River Rat) groups. At the pre-established deadline date approximately 70 percent of the questionnaires had been returned from each group, and the first 160 (80 each group) received were utilized as respondents for this research. Subsequent to the deadline date, an additional 10 percent of the questionnaires were received but

the data were not included in the study. Of the remaining 20 percent (about 50), half were known not to have reached the addressee for various reasons. The remaining number of questionnaires (less than 10 percent) were unaccounted for.

Table 1 provides a brief summary and description of the two groups. A mean age and rank was computed and found to be near identical for both groups, as was their marital status. The educational level of the POWs was slightly higher than the River Rats with 80 percent holding college degrees (64 of 80) as opposed to 70 percent of the River Rats (57 of 80). The mean number of combat missions flown by each group was significantly different as expected.

Correlation of the Data From the Instruments

Semantic Differential Versus the GAP Survey

Mean scores for the semantic differential (total of the adjective pairs) and the Gardner Analysis of Personality Survey (GAP Survey) for each of the eight value concepts tested were computed for both the POW and River Rat groups. Additionally, the twelve polar adjective pairs used for each concept in the semantic differential were sorted into the three factors of evaluative, potency, and activity (four adjective pairs each factor), and a mean score for each factor, each group computed.

Table 1

Descriptive Data of POW and River Rat Groups

		Age		Rank (pay grade)		Service			Mean no. of combat missions	Marital status		Education	
Group	N	Mean	Range	Mean	Range	AF	Na	MC		Married	Single	HS	Coll.
POW	80	32.0	23-46	3.31	2-6	47	30	3	83	66	14	80	64
RR	80	31.2	23-48	3.22	2-6	67	11	2	199	68	12	80	57

Within both groups the mean scores of the semantic differential total, and the evaluative, potency, and activity factors were correlated for each of the eight value concepts with the mean scores of the GAP Survey using the Spearman rank-order correlational method. A t-test of significance of the correlation coefficients, "rho," was made. The results of these correlations are tabulated in Tables 2 through 9.

To assist in the understanding of the tables, correlation coefficients of particular interest are underlined on the diagonal in each table. The t-test of significance at the .05 level for rho is notated with the superscript "a" and the correlation significance is noted with the superscript "b" for the same level.

The tables show a statistically significant correlation existing in only three of the eight concepts, affection, power and wealth, in the POW group. Relationships were scattered through the three factor correlations. Only one significant correlation was found in the River Rat group. The concept of power correlated between the activity factor of the semantic differential and the GAP Survey. All coefficients were found to be very low.

Correlation of Eight Subtests of the GAP Survey

Using the Spearman rank-order correlational method, coefficients were determined between the eight

Table 2

POW Group: Correlation Coefficients Between the Mean Scores of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.267[a,b]	.161	.156	.192	.081	.096	.078	.022
ENL	.250[a,b]	.055	.184	.159	.051	.045	.014	.075
PWR	.131	.131	.255[a,b]	.281[a,b]	.051	.052	.145	.024
REC	.239[a,b]	.026	.106	.043	.045	.037	.026	.113
RES	.268[a,b]	.078	.066	.201	.034	.004	.075	.005
SKL	.261[a,b]	.080	.149	.218	.042	.036	.018	.034
WTH	.092	.054	.164	.185	.039	.215	.226[a,b]	.063
WBG	.264[a,b]	.070	.186	.142	.119	.106	.074	.155

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Note: In Tables 2 through 22 the following abbreviations are used: AFF = affection, ENL = enlightenment, PWR = power, REC = rectitude, RES = respect, SKL = skill, WTH = wealth, WBG = well-being.

Table 3

POW Group: Correlation Coefficients Between the Mean Scores of the Evaluative Factor of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.280[a,b]	.148	.132	.053	.059	.110	.114	.028
ENL	.201	.001	.169	.109	.012	.049	.056	.088
PWR	.160	.129	.152	.193	.010	.071	.084	.004
REC	.292[a,b]	.007	.056	.029	.006	.007	.130	.041
RES	.378[a,b]	.132	.115	.191	.054	.002	.010	.009
SKL	.237[a,b]	.015	.060	.102	.094	.019	.033	.024
WTH	.012	.153	.119	.098	.107	.124	.194	.004
WBG	.168	.002	.102	.008	.036	.030	.012	.137

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Table 4

POW Group: Correlation Coefficients Between the Mean Scores of the Potency Factor of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.169	.215	.160	.205	.082	.155	.133	.022
ENL	.301[a,b]	.057	.078	.147	.123	.012	.033	.049
PWR	.107	.132	.244[a,b]	.231[a,b]	.154	.012	.053	.012
REC	.201	.032	.093	.055	.109	.060	.029	.086
RES	.219	.071	.048	.187	.068	.060	.062	.029
SKL	.284[a,b]	.038	.163	.149	.001	.033	.053	.128
WTH	.125	.120	.190	.246[a,b]	.046	.193	.232[a,b]	.137
WBG	.187	.080	.195	.097	.160	.197	.033	.036

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Table 5

POW Group: Correlation Coefficients Between the Mean Scores of the Activity Factor of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.307[a,b]	.083	.147	.238[a,b]	.058	.038	.021	.017
ENL	.093	.094	.242[a,b]	.170	.069	.081	.048	.053
PWR	.122	.091	.250[a,b]	.258[a,b]	.048	.061	.248[a,b]	.098
REC	.136	.098	.096	.004	.019	.031	.062	.123
RES	.194	.039	.021	.192	.104	.002	.129	.003
SKL	.155	.192	.113	.295[a,b]	.006	.087	.009	.053
WTH	.161	.149	.084	.120	.037	.271[a,b]	.152	.075
WBG	.274[a,b]	.052	.166	.192	.090	.032	.171	.204

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Table 6

River Rat Group: Correlation Coefficients Between the Mean Scores of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.093	.085	.013	.057	.103	.206	.008	.104
ENL	.279[a,b]	.056	.232[a,b]	.084	.036	.154	.132	.118
PWR	.277[a,b]	.041	.206	.061	.065	.215	.065	.151
REC	.162	.002	.154	.048	.019	.101	.006	.121
RES	.130	.071	.218	.042	.026	.145	.081	.158
SKL	.304[a,b]	.028	.251[a,b]	.037	.006	.151	.058	.068
WTH	.004	.003	.028	.004	.046	.021	.199	.071
WBG	.097	.098	.096	.038	.022	.020	.182	.078

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Table 7

River Rat Group: Correlation Coefficients Between the Mean Scores of the Evaluative Factor of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.074	.033	.034	.145	.104	.044	.078	.054
ENL	.264[a,b]	.129	.256[a,b]	.104	.035	.122	.121	.142
PWR	.302[a,b]	.044	.164	.090	.044	.138	.013	.125
REC	.136	.100	.069	.141	.006	.106	.056	.109
RES	.177	.062	.241[a,b]	.135	.115	.114	.141	.191
SKL	.222[a,b]	.084	.218	.091	.005	.076	.076	.110
WTH	.008	.078	.028	.001	.042	.106	.168	.112
WBG	.275[a,b]	.028	.058	.056	.060	.052	.055	.040

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Table 8

River Rat Group: Correlation Coefficients Between the Mean Scores of the Potency Factor of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.141	.040	.067	.069	.050	.181	.049	.099
ENL	.218	.018	.270[a,b]	.017	.032	.173	.021	.144
PWR	.206	.041	.140	.004	.187	.206	.144	.163
REC	.012	.074	.132	.076	.120	.051	.012	.113
RES	.152	.125	.274[a,b]	.026	.034	.115	.010	.143
SKL	.309[a,b]	.088	.211	.007	.008	.047	.030	.062
WTH	.015	.080	.065	.034	.098	.012	.191	.101
WBG	.053	.147	.131	.081	.008	.038	.251[a,b]	.030

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

Table 9

River Rat Group: Correlation Coefficients Between the Mean Scores of the Activity Factor of the Semantic Differential and the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	.059	.160	.028	.015	.087	.234[a,b]	.049	.032
ENL	.213	.080	.134	.078	.095	.087	.236[a,b]	.037
PWR	.242[a,b]	.097	.236[a,b]	.104	.042	.209	.270[a,b]	.106
REC	.214	.032	.194	.039	.090	.005	.035	.050
RES	.088	.111	.135	.088	.006	.102	.060	.060
SKL	.257[a,b]	.007	.241[a,b]	.010	.001	.215	.017	.004
WTH	.095	.043	.095	.042	.013	.133	.147	.030
WBG	.103	.019	.092	.056	.062	.040	.146	.094

[a] $t > 1.994$, $p < .05$

[b] $r > .2201$, $p < .05$

value concepts subtested in the GAP Survey. The findings are presented in Tables 10 and 11.

For both the POW and River Rat groups, low correlation coefficients were found to exist between the eight value categories, most showing a weak relationship to one another at best, and many showing no relationship at all.

Group Value Analysis

The GAP Survey Comparison

A comparison of the mean scores on the GAP Survey between the POW group and the River Rat group was made using a two-tailed t-test of significance. The mean scores, standard deviations, and t scores are given for each value concept in Table 12, and the mean scores graphically profiled in Figure 1. A statistical difference at the .05 level was found in only the one concept of power.

The Semantic Differential Comparison

The mean scores of the total polar adjective pairs and the three factors of evaluation, potency, and activity of the semantic differential were used to make a comparison of the POW and River Rat groups. Tables 13 through 16 show the mean scores, standard deviations, and t scores for each group and for each concept tested. The tables reveal that only the value concept of well-being was statistically different. This difference was

Table 10

POW Group: Correlation Coefficients Between the Eight Value Categories of the Gardner Analysis of Personality Survey (N = 80)

	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	1.000	.113	.201	.242	.096	.018	.206	.167
ENL	.113	1.000	.177	.247	.207	.210	.092	.207
PWR	.201	.177	1.000	.352	.054	.367	.100	.112
REC	.242	.247	.352	1.000	.214	.287	.001	.261
RES	.096	.207	.054	.214	1.000	.276	.009	.314
SKL	.018	.210	.367	2.87	.276	1.000	.181	.461
WTH	.206	.092	.100	.001	.009	.181	1.000	.274
WBG	.167	.207	.112	.261	.314	.461	2.74	1.000

Table 11

River Rat Group: Correlation Coefficients Between the Eight Value Categories of the Gardner Analysis of Personality Survey (N = 80)

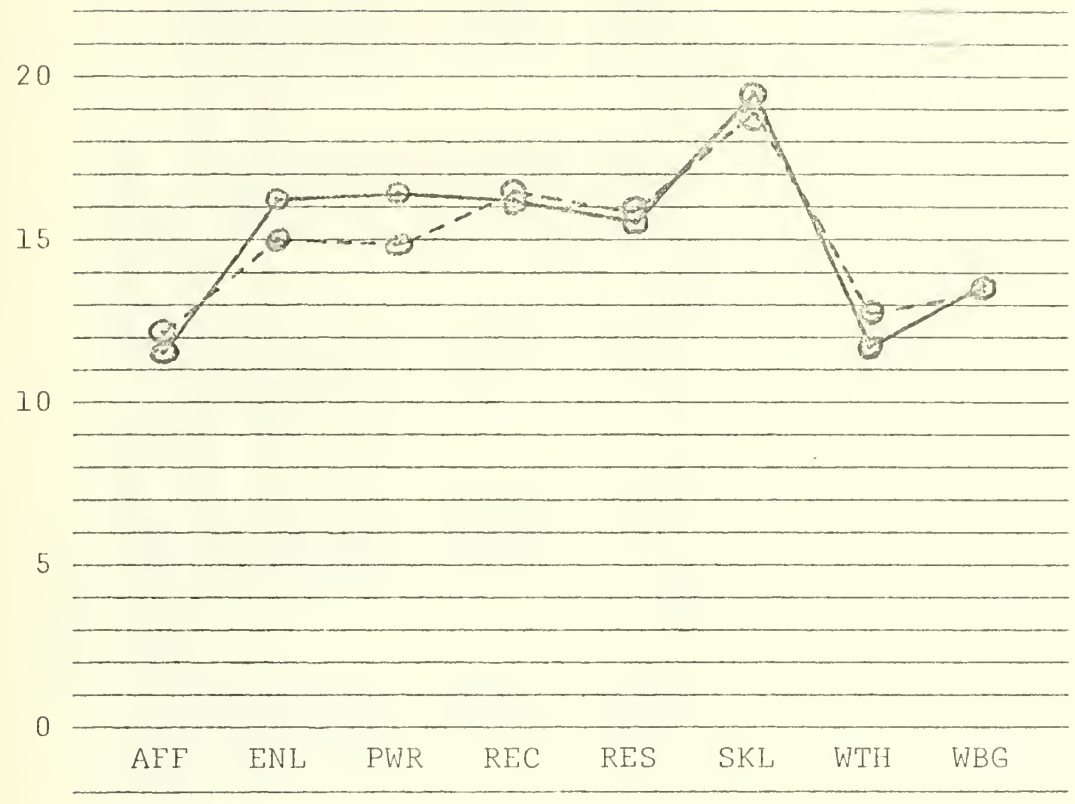
	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
AFF	1.000	.091	.214	.219	.267	.123	.150	.052
ENL	.091	1.000	.111	.292	.087	.236	.241	.338
PWR	.214	.111	1.000	.111	.139	.268	.052	.137
REC	.219	.292	.111	1.000	.368	.267	.330	.344
RES	.267	.087	.139	.368	1.000	.026	.242	.215
SKL	.123	.136	.268	.267	.026	1.000	.153	.212
WTH	.150	.241	.052	.330	.242	.153	1.000	.267
WBG	.052	.338	.137	.344	.215	.212	.267	1.000

Table 12

A Comparison of Mean Scores on the Gardner Analysis of Personality Survey: POW Group Vs. River Rat Group (POW = 80n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
Mean Score	POW	12.100	15.000	14.900	16.500	15.900	18.900	12.800	13.400
	RR	11.600	16.200	16.400	16.200	15.600	19.600	11.800	13.500
Standard Deviation	POW	4.130	4.200	4.520	3.520	3.640	2.820	3.790	3.790
	RR	4.270	3.940	3.510	4.430	4.050	2.300	4.110	4.590
t Score		.771	1.860	2.360[a]	.573	.575	1.660	1.580	.131

[a] $t > 1.960$, $p < .05$



	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
t scores =	.771	1.86	2.36[a]	.573	.575	1.66	1.58	.131

O - - - O POW Group, N = 80
O ——— O RR Group, N = 80

[a] $t > 1.960$, $p < .05$

Figure 1. Profile Graph: Gardner Analysis of Personality Survey of POW Group Vs. RR Group

Table 13

A Comparison of Mean Scores on the Semantic Differential:
POW Group Vs. River Rat Group (POW = 80n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
Mean Score	POW	6.120	5.840	5.820	5.900	6.050	5.940	5.180	5.750
	RR	6.190	5.960	5.910	5.890	6.070	6.090	5.360	5.990
Standard Deviation	POW	.608	.620	.696	.677	.670	.574	.708	.739
	RR	.548	.566	.568	.573	.643	.565	.664	.612
t Score		.820	1.200	.819	.105	.201	1.690	1.600	2.250[a]

[a] $t > 1.960$, $p < .05$

Table 14

A Comparison of Mean Scores of the Evaluative Factor on the Semantic Differential: POW Group Vs. River Rat Group (POW = 80n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
Mean Score	POW	6.590	6.200	5.700	6.290	6.340	6.390	5.330	6.260
	RR	6.660	6.350	5.830	6.210	6.240	6.530	5.550	6.320
Standard Deviation	POW	.576	.654	.800	.662	.672	.611	.900	.784
	RR	.486	.591	.709	.709	.706	.534	.751	.665
t Score		.111	1.490	1.100	.778	.889	1.520	1.640	.490

Table 15

A Comparison of Mean Scores of the Potency Factor on the Semantic Differential: POW Group Vs. River Rat Group (POW = 80n; RR = 80n

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
Mean Score	POW	5.890	5.850	5.880	5.590	6.010	5.620	5.180	5.170
	RR	5.920	5.960	5.900	5.600	6.020	5.730	5.310	5.530
Standard Deviation	POW	.762	.797	.766	.854	.758	.714	.775	.946
	RR	.782	.671	.609	.709	.706	.778	.730	.888
t Score		.205	.966	.143	.554	.108	.980	1.100	2.500[a]

[a] $t > 1.960$, $p < .05$

Table 16

A Comparison of Mean Scores of the Activity Factor on the Semantic Differential: POW Group Vs. River Rat Group (POW = 80n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
Mean Score	POW	5.860	5.580	5.890	5.820	5.810	5.810	5.040	5.830
	RR	6.060	5.560	5.990	5.810	5.960	6.010	5.220	6.130
Standard Deviation	POW	.794	.688	.805	.815	.852	.661	.747	.859
	RR	.638	.723	.636	.722	.734	.695	.731	.715
t Score		1.670	.700	.872	.128	1.170	1.890	1.500	2.400[a]

[a] $t > 1.960$, $p < .05$

evidenced on the total semantic differential score (Table 13) and in both the potency and activity factors (Tables 15 and 16).

Profile Analysis and Sign Test

The mean response patterns for each adjective pair of the semantic differential were plotted for the POW and River Rat groups for each value category as shown in Figures 2 through 9. The adjective pairs were arranged by factor and sign, and the number of crossovers in the profile observed. Using the sign test the statistical probability that one pattern had consistently greater mean scores was computed from a Binomial Probability Table. The p values shown on the figures are a two-tailed probability. The three concepts of respect, skill, and well-being show a probability value significant at the .05 level or better. The mean scores are recorded on the graphs and by inspection differences are observed to be very small.

Demographic Analysis

From the bulk of demographic data collected two important factors were singled out for analysis: the effects of solitary isolation time and the total length of time as a POW. The data are presented in Tables 17 through 22.

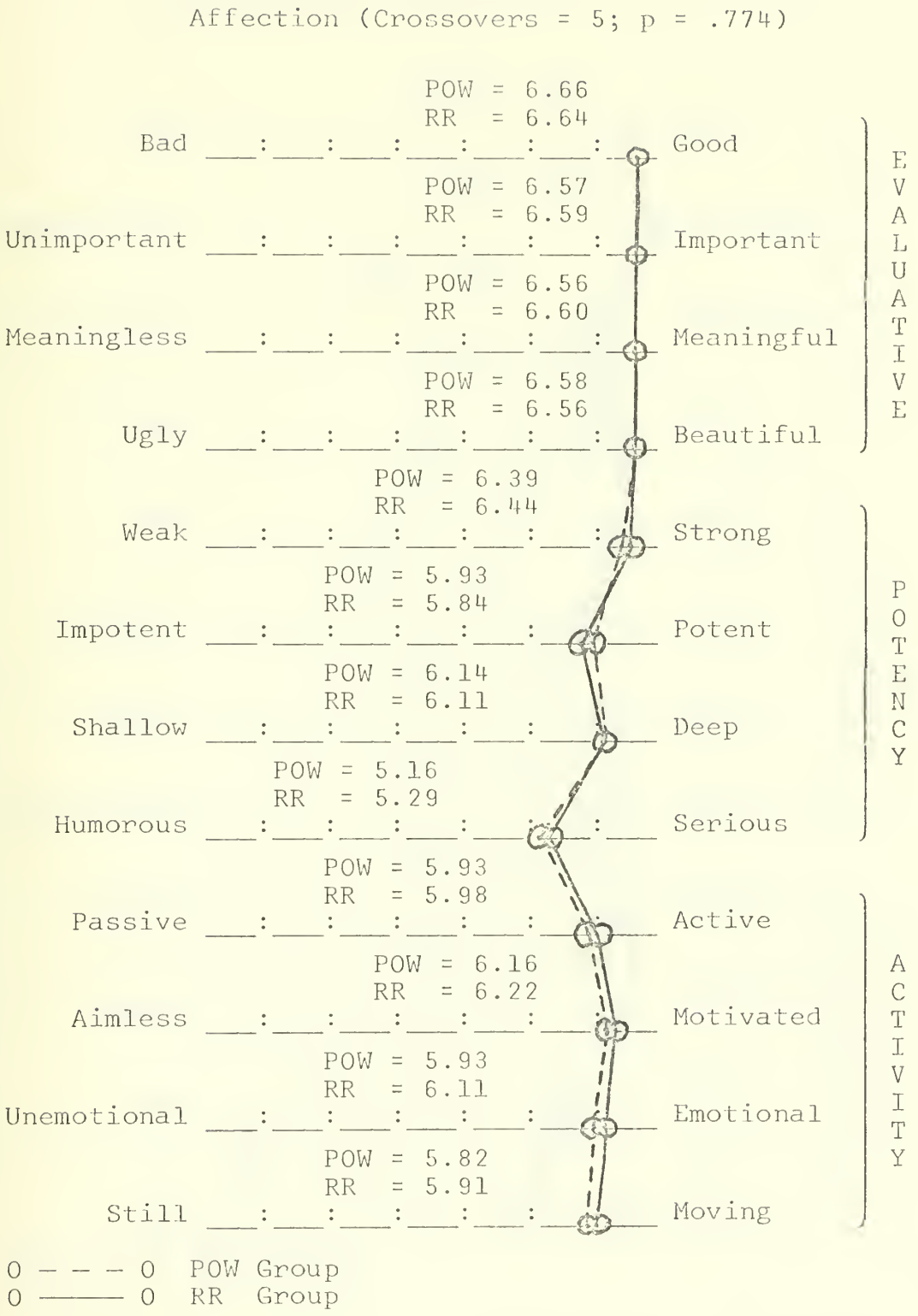


Figure 2. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Affection

Enlightenment (Crossovers = 5; p = .774)

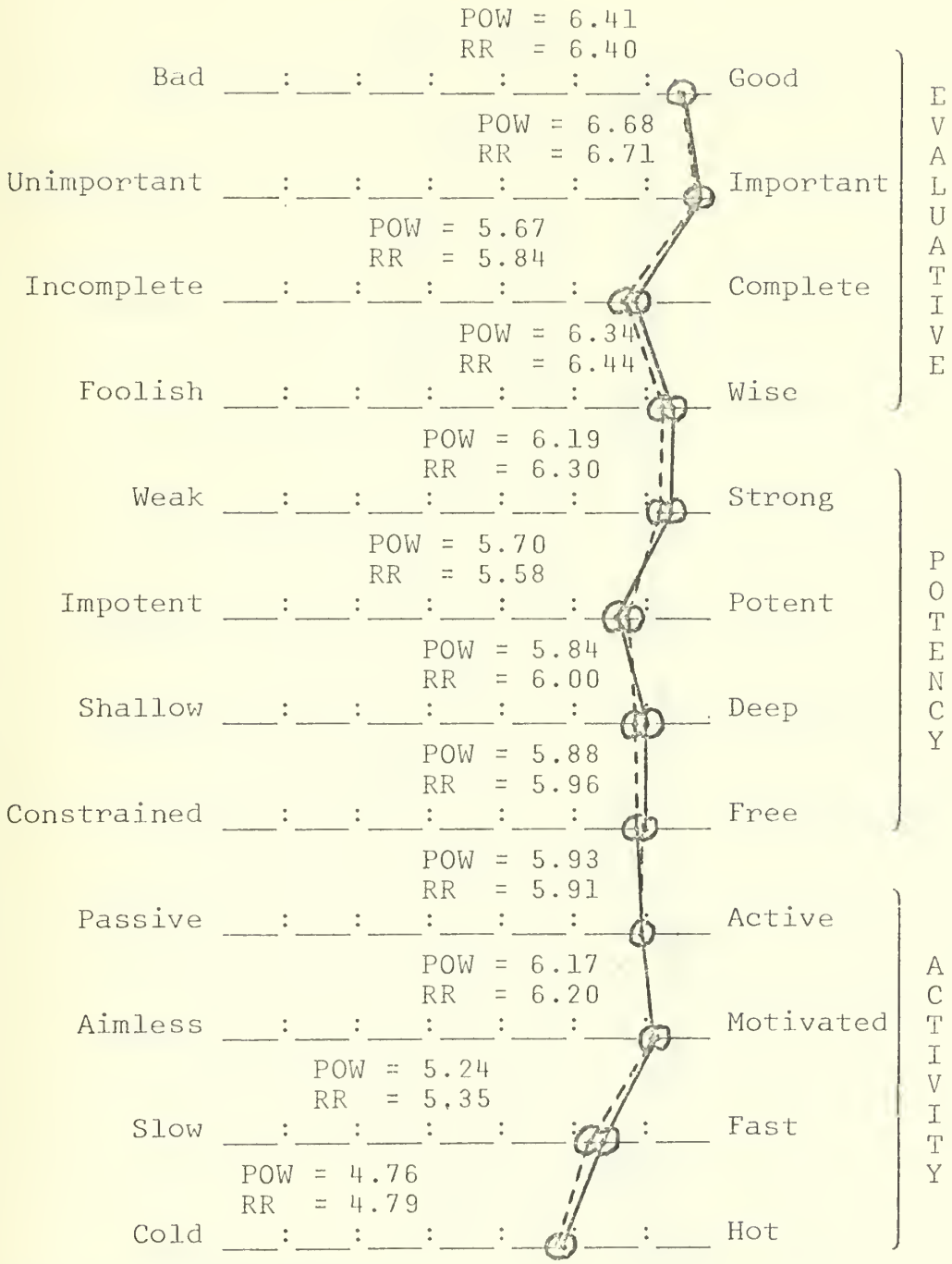


Figure 3. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Enlightenment

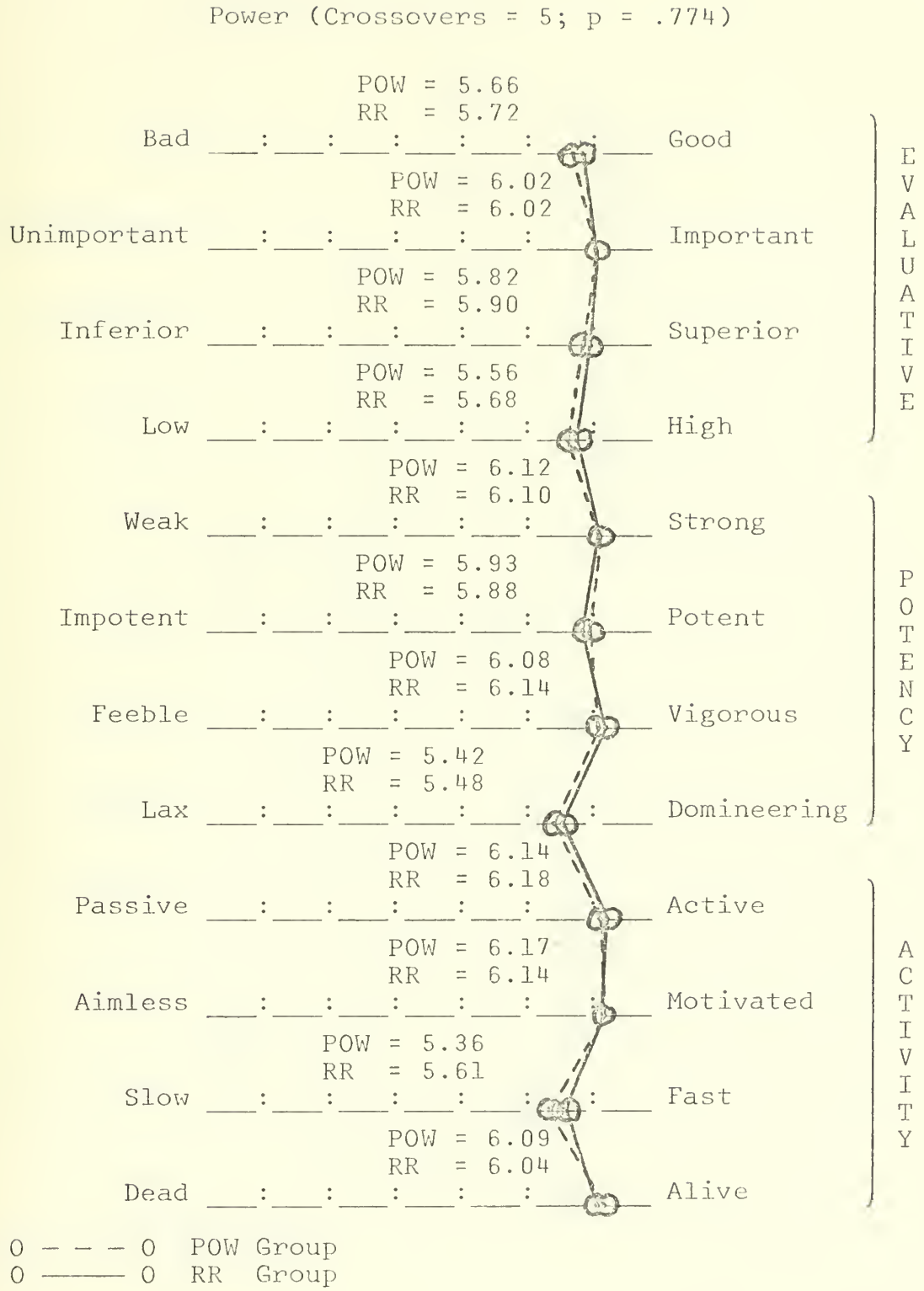


Figure 4. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Power

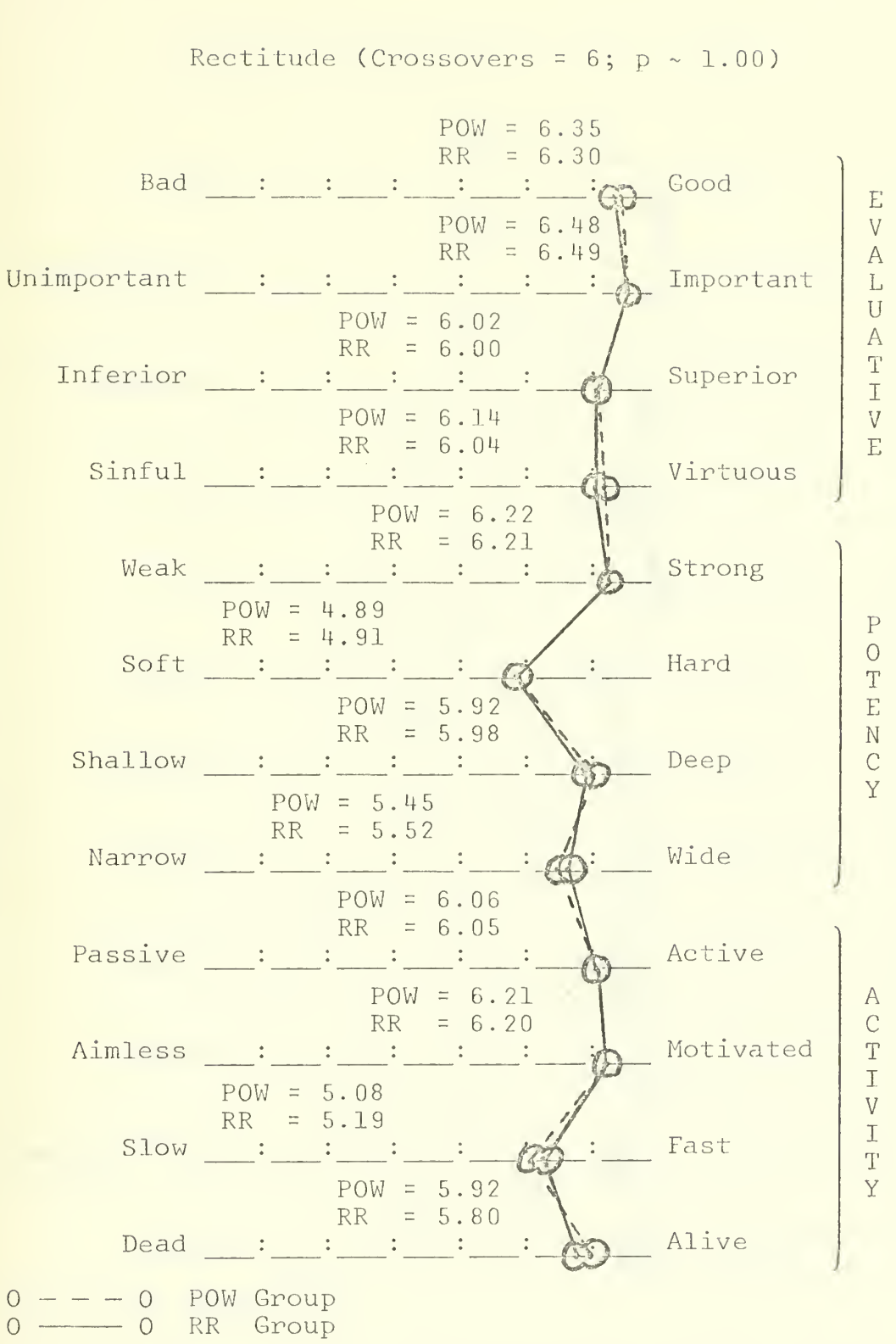


Figure 5. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Rectitude

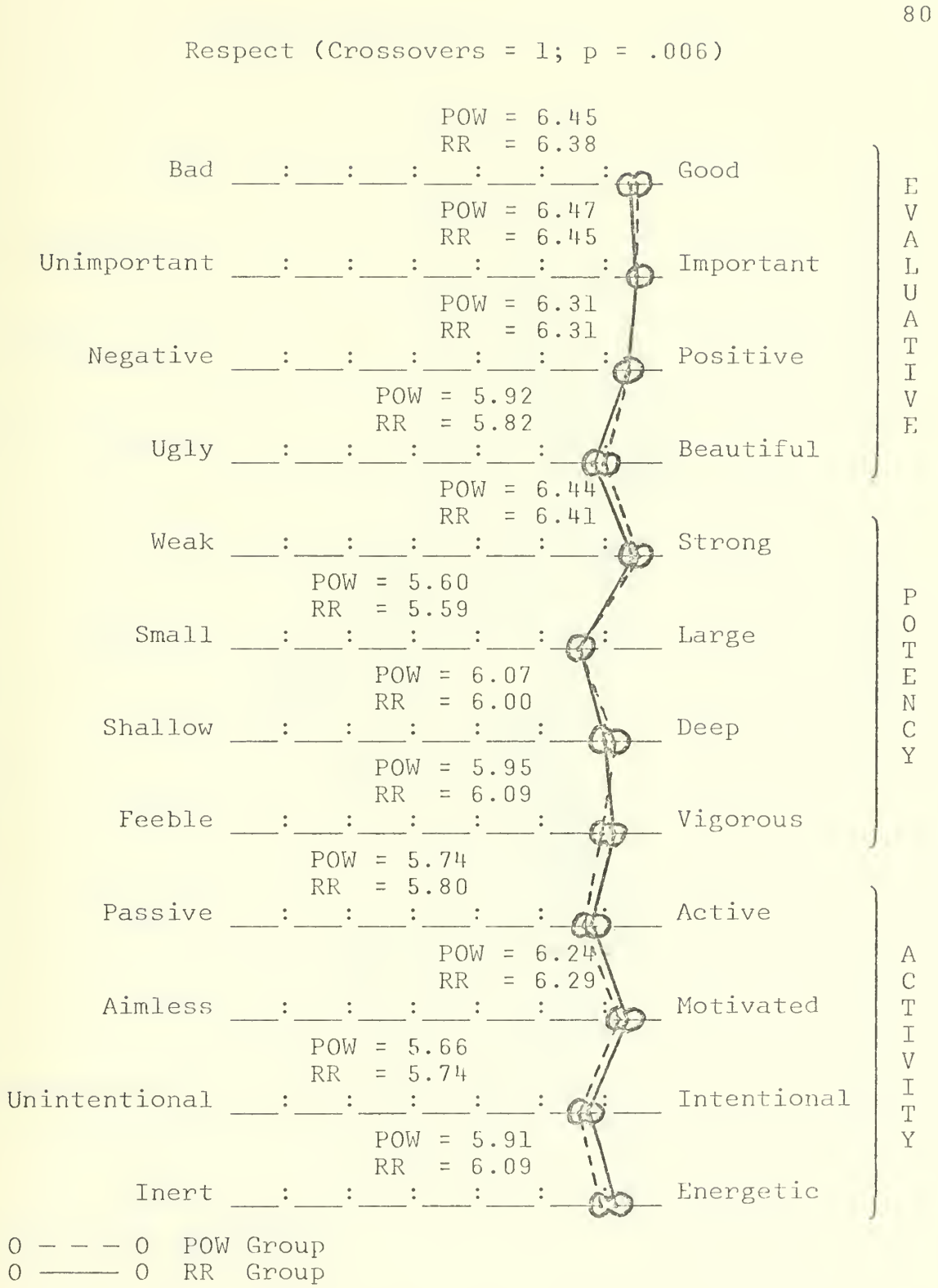


Figure 6. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Respect

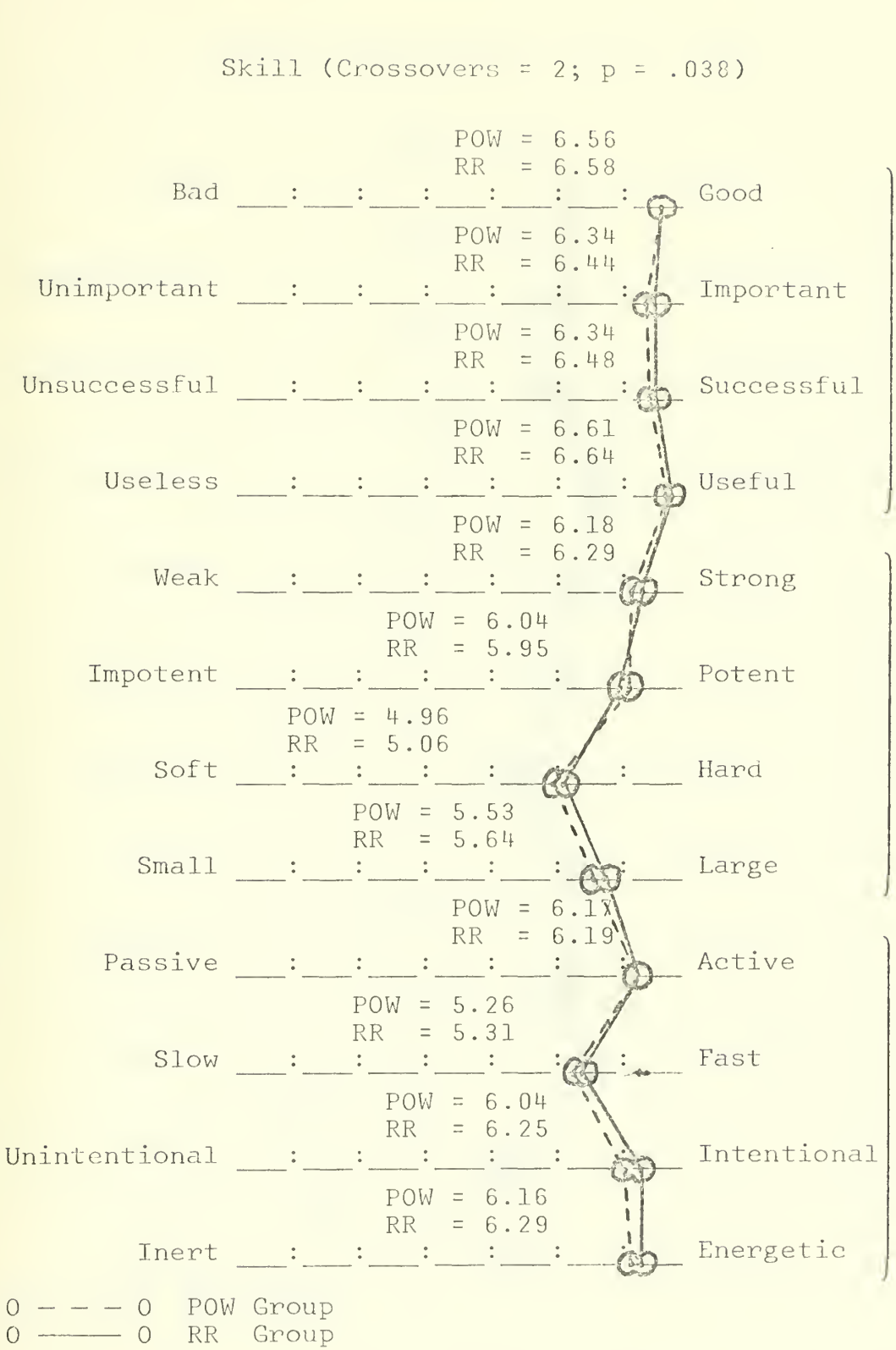


Figure 7. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Skill

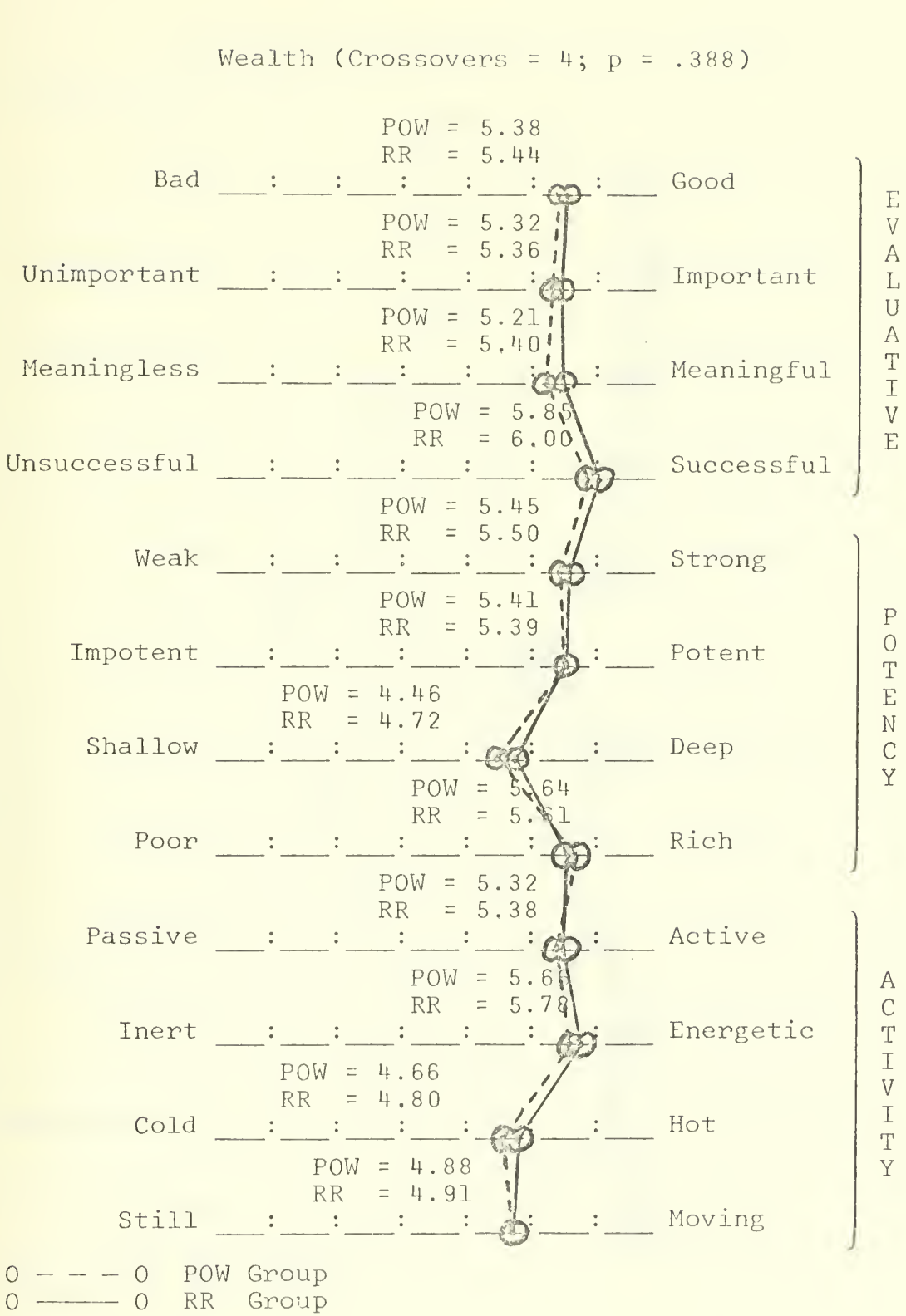


Figure 8. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Wealth

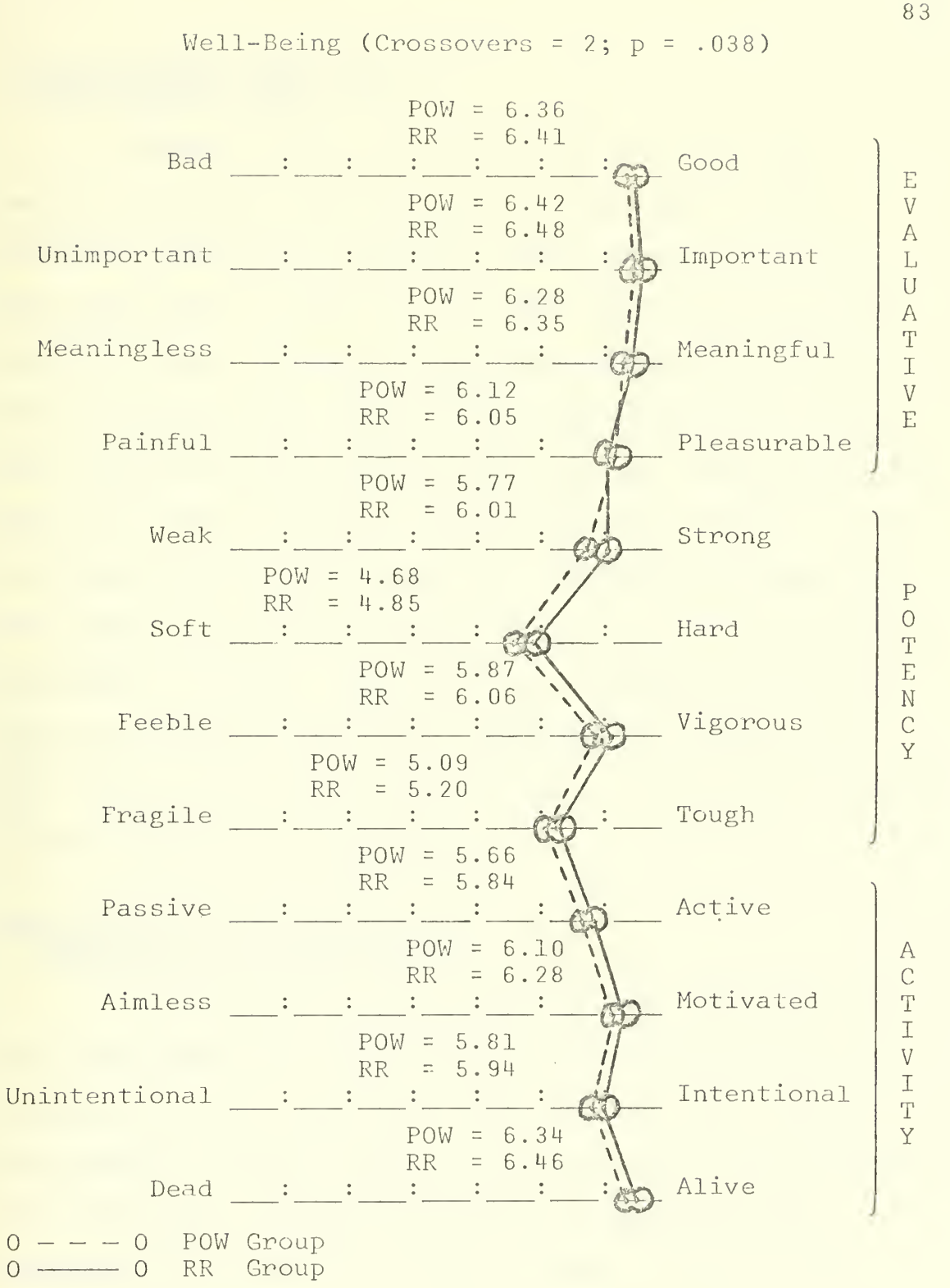


Figure 9. Profile Graph and Sign Test: Semantic Differential Mean Scores of POW Group Vs. River Rat Group for Well-Being

High Solitary Time Versus
Low Solitary Time

Though a distinction was made in this study between isolation and solitary, a low number of POWs reported significant isolation time, and for those who did, they were in general, the same ones reporting high solitary time. To make a meaningful comparison, therefore, isolation and solitary time were combined. The top and bottom 20 percent were sorted out and compared and the data are shown in Table 17 and profiled in Figure 10. It is noted that the mean time for being confined alone for the higher group was 31.5 months, and for the lower group, less than 2 months. From the table, significant differences are found in the value categories of respect and well-being on the GAP Survey, while no differences occurred on the semantic differential.

High Solitary Time Versus tne
Remainder of the POW Group

A comparison of the high solitary group was made with the remainder of the POWs to determine the specific effect on a value system by long-term solitary living. By drawing a sample from the total POW group the probability that other bearing variables were equalized was maximized. The data are shown in Table 18 and in the profile graph of Figure 11. In this comparison, the largest differences are found in the mean scores of the GAP Survey. At the .05 level, significant differences are

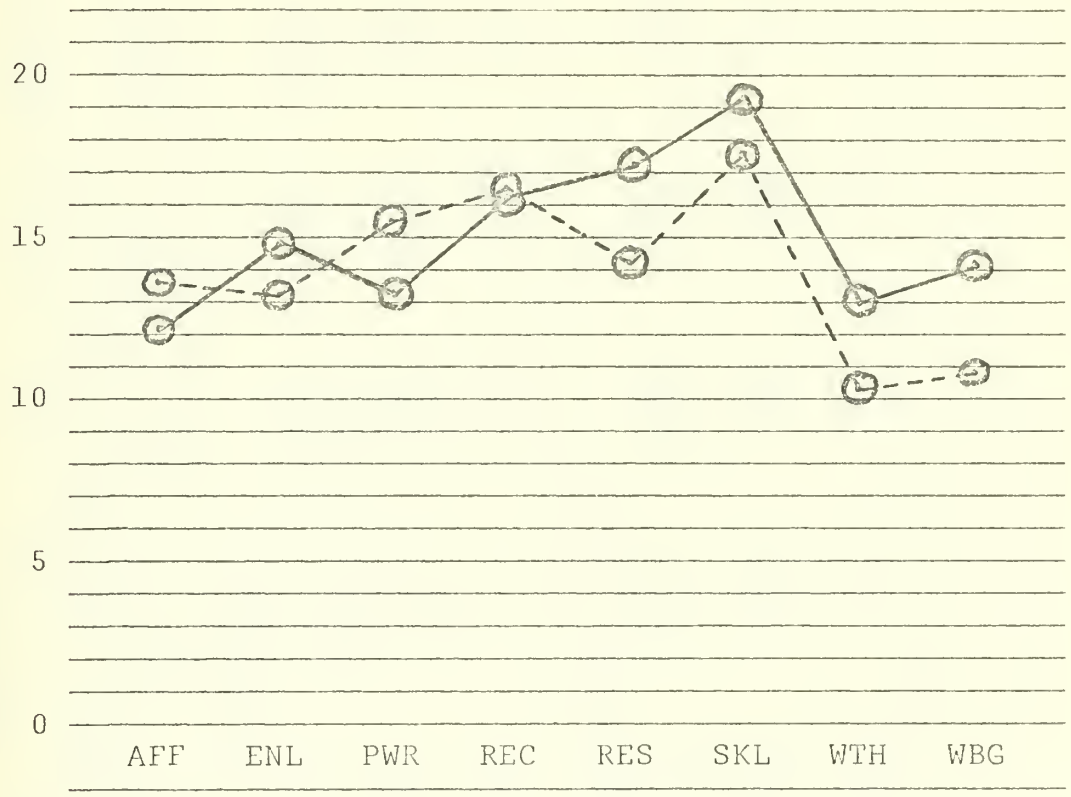
Table 17

A Comparison of Mean Scores of POWs With High Solitary Time and POWs With Low Solitary Time (Group I [High] = 16n; Group II [Low] = 16n)

Score	Group*	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
					GAP Survey				
Mean	I	13.600	13.200	15.600	16.500	14.200	17.500	10.300	10.900
	II	12.100	14.900	13.200	16.200	17.200	19.300	13.000	14.100
S.D.	I	4.030	5.020	3.960	3.460	4.050	2.940	4.540	3.300
	II	5.600	3.670	4.360	4.320	3.140	2.390	3.480	3.430
t Score		.870	1.080	1.610	.226	2.340[a]	1.910	1.880	2.630[a]
					Semantic Differential				
Mean	I	6.200	5.810	5.950	5.880	5.930	6.040	5.210	5.840
	II	5.810	5.630	5.720	5.660	5.880	5.840	5.070	5.560
S.D.	I	.458	.474	.614	.732	.672	.512	.689	.630
	II	.818	.909	.868	.792	.834	.794	.660	.821
t Score		1.690	.711	.843	.811	.214	.860	.611	1.110

*Average time confined alone: Group I = 31.5 months, Group II < 2 months.

[a] $t > 2.042$, $p < .05$



	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
t scores =	.870	1.08	1.61	.226	2.34[a]	1.91	1.88	2.63[a]

O – – – O Group I POWs With High Solitary Time (N = 16), $\bar{X}$ = 31.5 Months

O ——— O Group II POWs With Low Solitary Time (N = 16), $\bar{X}$ < 2 Months

[a] $t > 2.042$, $p < .05$

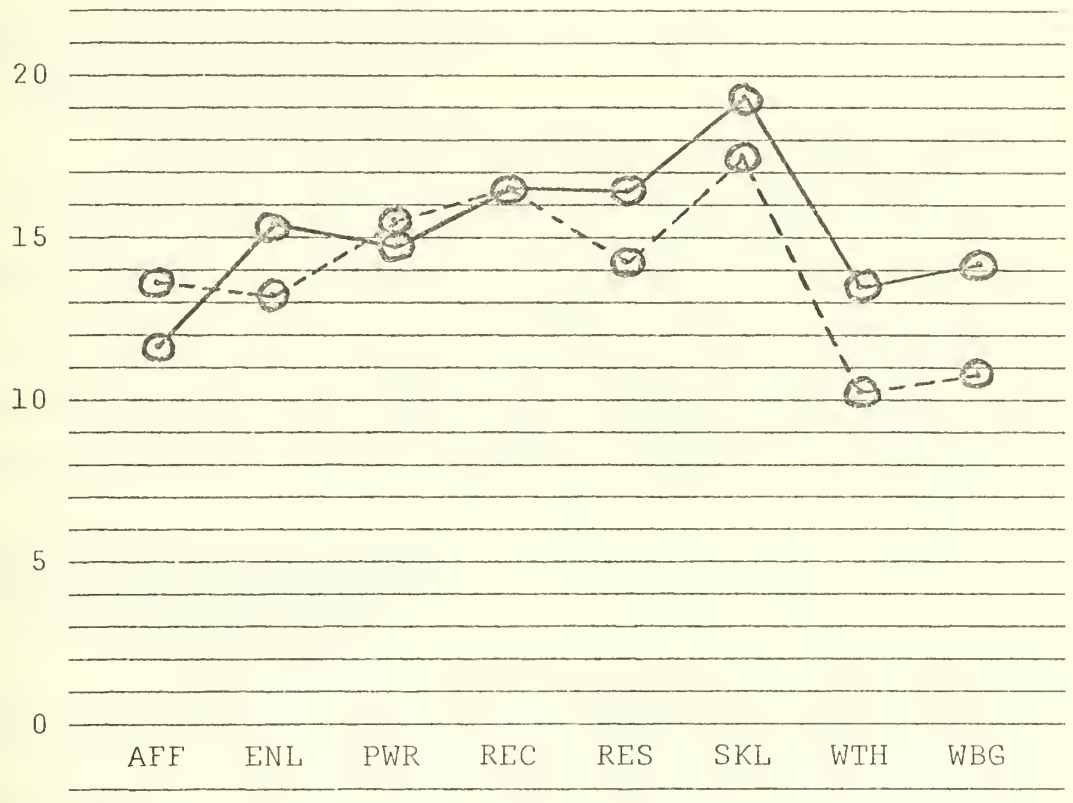
Figure 10. Profile Graph: Gardner Analysis of Personality Survey of POWs With High Solitary Time Vs. POWs With Low Solitary Time

Table 18

A Comparison of Mean Scores of POWs With High Solitary Time and Remaining POW Group (Group I [High] = 16n; Rest of POWs = 64n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
					GAP Survey				
Mean	I	13.600	13.200	15.600	16.500	14.200	17.500	10.300	10.900
	Rest	11.700	15.400	14.800	16.500	16.400	19.200	13.500	14.100
S.D.	I	4.030	5.020	3.960	3.460	4.050	2.940	4.540	3.300
	Rest	4.100	3.890	4.660	3.560	3.420	2.710	3.320	3.660
t Score		1.700	1.960	.690	.016	2.190[a]	2.140[a]	2.610[a]	3.120[a]
					Semantic Differential				
Mean	I	6.200	5.810	5.950	5.880	5.930	6.040	5.210	5.840
	Rest	6.090	5.850	5.790	5.910	6.080	5.910	5.180	5.730
S.D.	I	.458	.474	.614	.732	.672	.512	.689	.630
	Rest	.640	.654	.716	.669	.671	.590	.717	.756
t Score		.642	.224	.795	.171	.805	.793	.190	.546

[a] $t > 1.994$, $p < .05$



	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
t scores =	1.70	1.96	.690	.016	2.19[a]	2.14[a]	2.61[a]	3.12[a]

O - - - O POWs With High Solitary Time, N = 16
O ——— O Remaining POWs, N = 64

[a] $t > 1.994$, $p < .05$

Figure 11. Profile Graph: Gardner Analysis of Personality Survey Comparison of POWs With High Solitary Time Vs. Remaining POWs

noted in four of the eight concepts: respect, skill, wealth, and well-being. No differences were observed in the semantic differential.

High Solitary Time Versus the River Rat Group

A comparison of the high solitary POWs with the River Rat group was made and the data given in Table 19 and profiled in Figure 12. Significant differences at the .05 level in three of the eight value categories of the GAP Survey are noted. Once again, measurement by the semantic differential revealed no significant differences.

Low Solitary Time Versus the River Rat Group

A comparison of the mean scores of the low solitary POWs with the River Rat group was made and the data are given in Table 20. A significant difference at the .05 level was noted in the GAP Survey in the concept of power. The semantic differential also revealed one difference, the concept of well-being.

Low Time POWs Versus High Time POWs

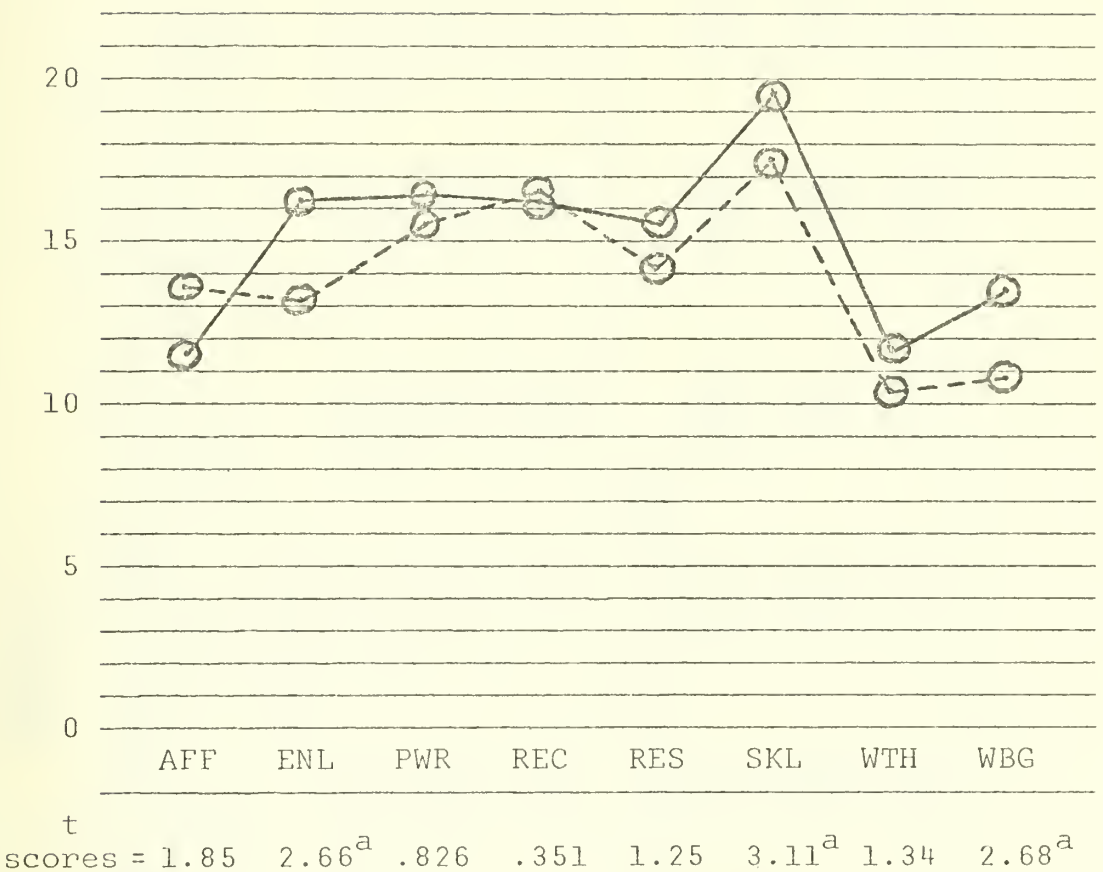
To determine the effect of length of the POW experience on a value system, POWs with less than one year in prison were compared with POWs who had greater than five years. These two groups comprised the total POW sample in this study. The data are given in Table 21. No significant differences were found.

Table 19

A Comparison of Mean Scores of POWs With High Solitary Time and River Rat Group (Group I [High] = 16n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
					GAP Survey				
Mean	I	13.600	13.200	15.600	16.500	14.200	17.500	10.300	10.900
	RR	11.600	16.200	16.400	16.200	15.600	19.600	11.800	13.500
S.D.	I	4.030	5.020	3.960	3.460	4.050	2.940	4.540	3.300
	RR	4.270	3.940	3.510	4.430	4.050	2.300	4.110	4.590
t Score		1.850	2.660[a]	.826	.351	1.250	3.110[a]	1.340	2.68[a]
					Semantic Differential				
Mean	I	6.200	5.810	5.950	5.880	5.930	6.040	5.210	5.840
	RR	6.190	5.960	5.910	5.890	6.070	6.090	5.360	5.990
S.D.	I	.458	.474	.614	.732	.672	.512	.689	.630
	RR	.548	.566	.568	.573	.643	.565	.665	.612
t Score		.085	.949	.264	.095	.799	.328	.785	.873

[a] $t > 1.989$, $p < .05$



	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
t scores =	1.85	2.66[a]	.826	.351	1.25	3.11[a]	1.34	2.68[a]

O - - - O POWs With High Solitary Time, N = 16
O ——— O River Rat Group, N = 80

[a] $t > 1.989$, $p < .05$

Figure 12. Profile Graph: Gardner Analysis of Personality Survey of POWs With High Solitary Time Vs. River Rat Group

Table 20

A Comparison of Mean Scores of POWs With Low Solitary Time and River Rat Group (Group II [Low] = 16n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
					GAP Survey				
Mean	II	12.100	14.900	13.200	16.200	17.200	19.300	13.000	14.100
	RR	11.600	16.200	16.400	16.200	15.600	19.600	11.800	13.500
S.D.	II	5.600	3.670	4.360	4.320	3.140	2.390	3.480	3.430
	RR	4.270	3.940	3.510	4.430	4.050	2.300	4.110	4.590
t Score		.455	1.240	3.180[a]	.031	1.500	.394	1.040	.433
					Semantic Differential				
Mean	II	5.810	5.630	5.720	5.660	5.880	5.840	5.070	5.560
	RR	6.190	5.960	5.910	5.890	6.070	6.090	5.360	5.990
S.D.	II	.818	.909	.868	.792	.834	.794	.660	.821
	RR	.548	.566	.568	.573	.643	.565	.664	.612
t Score		1.800	1.380	1.060	1.400	1.070	1.520	1.590	2.450[a]

[a] $t > 1.989$, $p < .05$

Table 21

A Comparison of Mean Scores of POWs With Less Than One Year in Prison and POWs With More Than Five Years in Prison (Group III [Low] = 11n; Group IV [High] = 69n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
					GAP Survey				
Mean	III	12.100	16.800	16.100	16.400	17.200	19.400	14.500	13.900
	IV	12.100	14.700	14.700	16.500	15.700	18.800	12.600	13.400
S.D.	III	3.500	2.640	3.990	3.380	3.460	1.690	1.970	2.260
	IV	4.250	4.340	4.600	3.560	3.650	2.970	3.940	3.990
t Score		.014	1.560	1.020	.150	1.280	.600	1.630	.430
					Semantic Differential				
Mean	III	6.230	5.730	5.710	5.890	6.030	5.870	5.040	5.840
	IV	6.100	5.860	5.840	5.900	6.060	5.950	5.210	5.740
S.D.	III	.493	.314	.561	.495	.424	.272	.719	.319
	IV	.625	.655	.717	.705	.703	.609	.708	.776
t Score		.654	.669	.572	.077	.121	.423	.732	.749

[a] $t > 1.994$, $p < .05$

Low Time POWs Versus the River Rat Group

The POW group with less than one year in prison was compared with the River Rat group. At the .05 level, one value category of the GAP Survey was found to be significantly different, the concept of wealth. No differences were found on the semantic differential as shown in Table 22.

Summary

The purpose of this study was to investigate what effect the Vietnam POW experience had on a value framework. A control group for comparison purposes was established, data were collected and analyzed. The main findings are summarized as follows:

1. The descriptive data of the randomly selected groups indicated equivalence. Approximately 85 to 90 percent of the questionnaires were returned or accounted for, equally from each group.

2. The Spearman rank-order correlational method was used to determine the relationship between the GAP Survey and the semantic differential, the instruments used in the study to measure the value concepts. All correlation coefficients were of low magnitude for all eight value categories.

Table 22

A Comparison of Mean Scores of POWs With Less Than One Year in Prison and River Rat Group (Group III [Low] = 11n; RR = 80n)

Score	Group	AFF	ENL	PWR	REC	RES	SKL	WTH	WBG
					GAP Survey				
Mean	III	12.100	16.800	16.100	16.400	17.200	19.400	14.500	13.900
	RR	11.600	16.200	16.400	16.200	15.600	19.600	11.800	13.500
S.D.	III	3.500	2.640	3.990	3.380	3.460	1.690	1.970	2.260
	RR	4.270	3.940	3.510	4.430	4.050	2.300	4.110	4.590
t Score		.392	.503	.302	.154	1.250	.348	2.130[a]	.263
					Semantic Differential				
Mean	III	6.230	5.730	5.710	5.890	6.030	5.870	5.040	5.840
	RR	6.190	5.960	5.910	5.890	6.070	6.090	5.360	5.990
S.D.	III	.493	.314	.561	.495	.424	.272	.719	.319
	RR	.548	.566	.568	.573	.643	.565	.664	.612
t Score		.210	1.310	1.080	.023	.218	1.270	1.480	.810

[a] $t > 1.989$, $p < 05$

3. The POW group was compared with the River Rat group and a t-test for significant differences made. Only sporadic differences were found.

4. A profile analysis and sign test for each set of adjective pairs on the semantic differential revealed statistical differences in three concepts: respect, skill, and well-being.

5. From the demographic data, the top and bottom 20 percent of the POWs were sorted out with respect to months confined alone. Several comparisons were made. The most significant of the findings were the four value differences (respect, skill, wealth, and well-being) observed between the high solitary group and the remainder of the POWs.

6. The net effect of length of time as a POW was investigated. POWs were grouped into those with less than one year in prison and those with more than five years. Comparisons were made but there were no significant differences.

Chapter 5

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study was to determine the net effect on the Vietnam POW value framework resulting from the long-term, severely deprived environmental conditions of imprisonment. Further, this study undertook to investigate a specific action taken by the captor against the POW and to determine whether there was a relationship to a value pattern shift.

Experimental and control groups were established by random selection from the aircrew members of the total of Vietnam POWs and from an equivalent group of the Red River Valley Fighter Pilots' Association (River Rats). The latter were aircrew members who flew combat missions in Vietnam. Questionnaires were developed and mailed to 240 respondents, and 80 in each group were utilized for the study.

An abundance of relevant literature was available and several value theories, value concepts, and approaches had direct application. However, instruments to make a valid qualitative measurement of meaning concepts were found to be limited. For this study, the semantic differential and the Gardner Analysis of Personality Survey

were identified as the most valid means of measuring Lasswell's eight value categories. A determination of the correlation of the data from the two instruments was made for the concepts tested.

Conclusions

Examination and analysis of the findings provide the following definitive conclusions to this research:

1. The first research hypothesis, namely that there were no significant changes in a value system resulting from the deprived conditions of imprisonment, was supported. The comparison of the experimental (POW) group with the control (River Rat) group revealed no statistical differences in their current value framework. It was concluded, therefore, that no lasting effects resulted from the long-term experience of deprivation in the prison environment.

2. The second research hypothesis, namely that solitary confinement was the most effective action taken against the POW related to value change, was supported. A statistical difference did exist in the value pattern between POWs experiencing long periods of solitary living and the remainder of the POW group. It was concluded that solitary was an effective action in causing a shift or restructuring of a value system.

3. It was found that a relationship existed between the data derived from the two measuring

instruments utilized in the study in the value concepts of affection and power only. The instruments showed no relationship in the measurement of the remaining six concepts. It was concluded that the two instruments measured different aspects of the value categories.

4. The total length of the prison experience varied among the POWs but no significant differences in a value framework were revealed between long-term and short-term POWs or with the control group. It was concluded that time in prison, by itself, was not a primary factor in causing change to a value system.

Discussion

The discussion that follows will be primarily concerned with adding a meaningful interpretation to the findings and conclusions of this research, and provide the reader with the gut feelings of the researcher. While every attempt was made to make this study an objective, scientific investigation, and the facts and figures speak to that end, it should be kept in mind that the researcher was emotionally involved with the POW group, having been a POW for over seven years. However, this truth made the study possible in the first place, and if the results were less than sensational, they were in concert with the intuitive feelings of the researcher.

The low correlation between the data from the instruments gave rise to serious questions about the

validity of measurement of one or both of them. It was doubtful that either instrument provided a truly accurate picture of the value pattern of the respondents but it would be assigning overriding importance to this fact as the sole reason to invalidate the conclusions. Though each instrument failed in the objective of making related, qualitative measurements of the same value categories, each did measure at least a part of similar concepts and a comparison of groups was possible.

The GAP Survey recorded a statistical difference between the experimental and control groups in only the one value category of power. Numerous explanations could be hypothesized for this difference, if indeed it existed at all. Both the experimental and control groups were mostly comprised of professional military career officers and pilots, and in this freely chosen vocation, it can be assumed they would normally give high importance to the value categories of power and skill and, therefore, that these values would be the most sensitive to conditions of change. Certainly, the POWs did exist for a long period in a powerless environment, a near totally deprived state for actualization of this value concept, and the case for the reduction of its relative importance in a value system is made.

A comparison of the semantic differential mean scores for the experimental and control groups revealed a statistical difference in the well-being value, and this

result was supported in the profile analysis using the sign test. The latter also showed a difference in the respect and skill values. In conjunction with the power value, the qualitative measures were lower for the POW group in each of these categories, suggesting a slight reduction (but not statistically significant) in the relative importance in the value pattern for each of the concepts for the POWs.

In response to the direct question of whether or not a value change resulted from their prison experience, 65 percent (52 of 80) of the POWs gave an affirmative answer; that is, the large majority perceived a change. The seeming inconsistency between their perception and the statistical analysis tends to support the dynamic nature of a value system. The value measurements were taken approximately one year after the POWs were released from prison, and whatever changes were incurred in prison had all but dissolved in that intervening year.

The final point of discussion concerns the conclusions regarding the high solitary time group. A summation of responses to open-ended questions indicated that those POWs who were not subjected to long periods in solitary or isolation believed that multiple tortures were the most effective action taken against them. However, POWs who were subjected to both torture and solitary identified solitary as the specific action that had the most effect on their value system. The GAP Survey mean

scores comparison supported the latter contention and indicated at least a lingering or semi-permanent set. No concrete interpretation could be made to explain the particular value concepts found to be statistically different.

It is known, however, that the conditions of solitary were more conducive to reflection and introspection and a closer look at "self" in the past. Such mental gymnastics and exercise, whatever the distortion, may be firmly imprinted and cause for a re-ordered value pattern.

Often (but not always) POW conduct in the face of captor demands was directly responsible for his solitary confinement. It can be assumed when a POW knowingly conducted himself in such a way that solitary punishment was a certainty and detrimental to his physical and mental well-being, he gave a lower importance to the well-being value than other value categories, e.g., rectitude and enlightenment. Stated another way, when a POW was confronted with a captor demand where compliance conflicted with his sense of duty or loyalty and noncompliance resulted in action taken against him that was injurious, his choice was indicative of the relative importance he gave to different value categories.

Recommendations

Full advantage was taken of the unique opportunity to conduct this research and a large amount of data was collected. However, only those data necessary to satisfy the study objectives were utilized, and only two specific aspects of the POW treatment (solitary and length) were considered. It is recommended that this study be a pilot one for a more thorough and complete analysis.

One implication of this study concerns any future research involving the qualitative measurement of value concepts. These exists no well-proven instrument for making such a measure. In the researcher's opinion, the use of the semantic differential as a measurement method of values is practical and possible, but a larger spread is both necessary and desirable, e.g., the semantic space might be widened. There are many and varied lists of value categories under which human actions are subsumed and worthy of investigation, and the semantic differential lends itself to a quickly adaptable, qualitative measurement of meaning concepts.

Many considerations must be given to the development and use of the semantic differential. Careful selection of the polar adjective pairs to be used and attention to their positive and negative signs are necessary. The validity of the sign test when used in conjunction with the semantic differential is questionable

as the placement of the polar adjectives may be manipulated arbitrarily and falsely influence the results. The number of crossovers can be increased or decreased by rearrangement.

APPENDIXES

APPENDIX A

SEMANTIC DIFFERENTIAL

Instructions

The purpose of this instrument is to measure the meanings of certain concepts to various people by having them judge against a series of descriptive scales. In responding to these scales or sets of descriptive adjectives, make your judgments on the basis of what these things mean to *you*. On each page of this instrument you will find a different concept to be judged, and beneath that concept a series of scales or sets of adjectives describing it. You are to rate the *concept* on each of these scales, in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is *very closely related* to one end of the scale, you should place your check mark as follows:

fair _x_:___:___:___:___:___:___ unfair

or

fair ___:___:___:___:___:___:_x_ unfair

If you feel that the concept is *quite closely related* to one or the other end of the scale (but not extremely), you should place your check mark as follows:

strong ___:_x_:___:___:___:___:___ weak

or

strong ___:___:___:___:___:_x_:___ weak

If the concept seems *only slightly related* to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ___:___:_x_:___:___:___:___ passive

or

active ___:___:___:___:_x_:___:___ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging. If you consider the concept to be *neutral* on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check mark in the middle space:

safe ___:___:___:_x_:___:___:___ dangerous

IMPORTANT: (1) Place your check marks in the middle of the space, not on the boundaries:

This Not this

___:___:_x_:___x___

(2) Be sure you check every scale for every concept--*do not omit any*.

(3) Never put more than one check mark on a single scale.

Sometimes you may feel as though you've had the same item before. This will not be the case, so *do not look back and forth* through the items. Do not try to remember how you checked similar items earlier. *Make each item a separate and independent judgment*. Work at fairly high speed through this instrument. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Now turn the page and begin. Thank you for your assistance.

AFFECTION (Love and Friendship)

good	___:___:___:___:___:___:___	bad
impotent	___:___:___:___:___:___:___	potent
unemotional	___:___:___:___:___:___:___	emotional
moving	___:___:___:___:___:___:___	still
unimportant	___:___:___:___:___:___:___	important
deep	___:___:___:___:___:___:___	shallow
serious	___:___:___:___:___:___:___	humorous
passive	___:___:___:___:___:___:___	active
meaningful	___:___:___:___:___:___:___	meaningless
ugly	___:___:___:___:___:___:___	beautiful
weak	___:___:___:___:___:___:___	strong
motivated	___:___:___:___:___:___:___	aimless

ENLIGHTENMENT (Knowledge, Understanding)

important	___:___:___:___:___:___:___	unimportant
constrained	___:___:___:___:___:___:___	free
hot	___:___:___:___:___:___:___	cold
active	___:___:___:___:___:___:___	passive
incomplete	___:___:___:___:___:___:___	complete
shallow	___:___:___:___:___:___:___	deep
potent	___:___:___:___:___:___:___	impotent
aimless	___:___:___:___:___:___:___	motivated
wise	___:___:___:___:___:___:___	foolish
strong	___:___:___:___:___:___:___	weak
slow	___:___:___:___:___:___:___	fast
bad	___:___:___:___:___:___:___	good

POWER AND INFLUENCE

inferior	___:___:___:___:___:___:___	superior
domineering	___:___:___:___:___:___:___	lax
strong	___:___:___:___:___:___:___	weak
slow	___:___:___:___:___:___:___	fast
high	___:___:___:___:___:___:___	low
impotent	___:___:___:___:___:___:___	potent
dead	___:___:___:___:___:___:___	alive
good	___:___:___:___:___:___:___	bad
feeble	___:___:___:___:___:___:___	vigorous
motivated	___:___:___:___:___:___:___	aimless
active	___:___:___:___:___:___:___	passive
unimportant	___:___:___:___:___:___:___	important

RECTITUDE (Responsibility, Righteousness)

virtuous	___:___:___:___:___:___:___	sinful
strong	___:___:___:___:___:___:___	weak
slow	___:___:___:___:___:___:___	fast
good	___:___:___:___:___:___:___	bad
soft	___:___:___:___:___:___:___	hard
dead	___:___:___:___:___:___:___	alive
motivated	___:___:___:___:___:___:___	aimless
unimportant	___:___:___:___:___:___:___	important
inferior	___:___:___:___:___:___:___	superior
deep	___:___:___:___:___:___:___	shallow
active	___:___:___:___:___:___:___	passive
narrow	___:___:___:___:___:___:___	wide

RESPECT

weak	___:___:___:___:___:___:___	strong
aimless	___:___:___:___:___:___:___	motivated
positive	___:___:___:___:___:___:___	negative
vigorous	___:___:___:___:___:___:___	feeble
intentional	___:___:___:___:___:___:___	unintentional
ugly	___:___:___:___:___:___:___	beautiful
deep	___:___:___:___:___:___:___	shallow
inert	___:___:___:___:___:___:___	energetic
bad	___:___:___:___:___:___:___	good
small	___:___:___:___:___:___:___	large
active	___:___:___:___:___:___:___	passive
important	___:___:___:___:___:___:___	unimportant

SKILL

impotent	___:___:___:___:___:___:___	potent
energetic	___:___:___:___:___:___:___	inert
useful	___:___:___:___:___:___:___	useless
bad	___:___:___:___:___:___:___	good
strong	___:___:___:___:___:___:___	weak
unintentional	___:___:___:___:___:___:___	intentional
unsuccessful	___:___:___:___:___:___:___	successful
large	___:___:___:___:___:___:___	small
passive	___:___:___:___:___:___:___	active
important	___:___:___:___:___:___:___	unimportant
soft	___:___:___:___:___:___:___	hard
fast	___:___:___:___:___:___:___	slow

WEALTH (Goods and Services)

deep	___:___:___:___:___:___:___	shallow
moving	___:___:___:___:___:___:___	still
bad	___:___:___:___:___:___:___	good
poor	___:___:___:___:___:___:___	rich
active	___:___:___:___:___:___:___	passive
unsuccessful	___:___:___:___:___:___:___	successful
impotent	___:___:___:___:___:___:___	potent
strong	___:___:___:___:___:___:___	weak
inert	___:___:___:___:___:___:___	energetic
important	___:___:___:___:___:___:___	unimportant
hot	___:___:___:___:___:___:___	cold
meaningful	___:___:___:___:___:___:___	meaningless

WELL-BEING

soft	___:___:___:___:___:___:___	hard
active	___:___:___:___:___:___:___	passive
important	___:___:___:___:___:___:___	unimportant
meaningless	___:___:___:___:___:___:___	meaningful
strong	___:___:___:___:___:___:___	weak
unintentional	___:___:___:___:___:___:___	intentional
painful	___:___:___:___:___:___:___	pleasurable
vigorous	___:___:___:___:___:___:___	feeble
alive	___:___:___:___:___:___:___	dead
good	___:___:___:___:___:___:___	bad
fragile	___:___:___:___:___:___:___	tough
aimless	___:___:___:___:___:___:___	motivated

APPENDIX B

LETTER AND QUESTIONNAIRE FOR EXPERIMENTAL GROUP

United States International University

School of Human Behavior
Capt. Howard Rutledge

15 February 1974

Dear Shipmate and friend:

I know you have been on the receiving end of many questionnaires and booklets, and have answered many more questions verbally, as I have. I'm sure, however, everybody's heart is in the right direction, and I think if we stand off and take a cold look at the last several years, we can conclude we are indeed a significant part of a circumstance unique in American history. Though we are not "guinea pigs" I hope you'll agree any research effort that recovers and sheds light on such history serves a useful purpose.

I am currently in the concluding phase of the Master's program at USIU, and with your help and a lot of luck I'll finish this June. The main thrust of my master thesis is human values and those things which may bear on them. I will truly appreciate your taking a few minutes of what I know is your valuable time in assisting me. I promise you your direct and candid answers, of interest only in the group sense, will be safely guarded and your anonymity kept closer than our own "Alfa" traffic.

I request that you do not write your name on any answer sheet or question. Please record your answers directly on the questionnaire form, and use the answer sheet only for the GAP survey booklet. When finished, please return the whole package in the enclosed manila envelope. You will note it is self-addressed to the university, who will open it before returning the contents to me. This is a final safeguard to protect your anonymity.

If you desire and time permits me, I shall furnish you with significant results of the study. As time is a factor for me, I will greatly appreciate your prompt response, within one week if possible, but no later than

1 March 1974. If you object to any or all of the questions please leave blank but return the package.

Thank you in advance for your cooperation. My prayers are for your continued success and good health. If I felt any better about breathing free air again, it'd be against the law. SWD/GBU

Howie Rutledge
Captain USNavy
(Student)!

RESEARCH QUESTIONNAIRE

PARTS I, II

INSTRUCTIONS

The purpose of this questionnaire is to obtain demographic data and to solicit facts and feelings in subject areas relevant to the study. Please read each question carefully and indicate your answer by a check mark, number or words as appropriate.

If the results are to be meaningful and valuable, it is necessary for you to give your best answer to each question. There are no right or wrong answers, no grade, and no value judgments to be made. No attempt will ever be made to identify individuals, your anonymity is guaranteed.

PART I

DEMOGRAPHIC DATA

A. The following eleven (11) questions pertain to your status at the *time of your capture*:

1. Age: ___ years

2. Married: Yes ___ No ___

   If yes, how long:
   less than 1 year ___ 1-6 years ___
   over 6 years ___

   Children: Yes ___ No ___

3. Formal education:

   a. High School graduate: Yes ___ No ___

   b. College level:
      less than 2 years ___ 2-4 years ___
      degree ___

   c. Service academy:
      No ___ USAF ___ USNA ___ USMA ___

   d. Graduate level:
      No ___ Yes, but no degree ___ Masters ___
      Doctorate ___

   e. Service schools:
      No ___ NWC ___ Naval War College ___
      AWC ___ ICAF ___ AFSC ___ Other ___

4. Military service:

   a. Pilot ___ Crew member ___

   b. Air Force ___ Navy ___ Marine ___

   c. Length of service:
      less than 3 years ___ 3-5 years ___
      5-9 years ___ over 9 years ___

   d. Regular ___ Reserve ___

   e. Grade level ___ (E-1 thru E-9, O-1 thru O-6)

5. Did you plan to make, or was, the military service your career: Yes ___ No ___ Didn't know ___

6. Had you attended a survival school:
Yes ___ No ___

7. Was your knowledge of the Code of Conduct:
Adequate ___ Inadequate ___

Comment (if any): _____

_____

_____

_____

8. Approximate number of combat missions (SE Asia):
___#

9. Were you injured on shoot down or capture:
Yes ___ No ___

If yes, did you receive hospital care for your injury: Yes ___ No ___

10. Were you shot down: Day ___ Night ___

11. Religious preference:

a. Catholic ___ Protestant ___ Other ___
None ___

b. How did you consider your religious faith:
Strong ___ Neutral ___ Weak ___

Comment (if any): _____

_____

_____

B. The following three (3) questions pertain to your captivity:

1. Length of time as POW: ___ months

2. Nature of confinement (sum of a, b, and c should equal total length. Note: Solitary and isolation differ. Please use given definitions):

a. Isolation (confined alone, but perception of, and communication with other POWs impractical or impossible due to physical separation):

1st period: ___ months
2nd period: ___ months
3rd period: ___ months

total: ___ months

Comments (if any, describing isolation experience):

_____

_____

b. Solitary (confined alone, but having covert communication with other POWs, or confined in the immediate locale of others where communication was physically possible):

1st period ___ months
2nd period ___ months
3rd period ___ months
4th period ___ months

total ___ months

c. Confinement with other(s):

1 roommate: ___ months
less than 4 roommates: ___ months
4 or more roommates: ___ months

3. Physical abuse:

a. Number of times tortured (significant pain, either personally or captor induced, for finite time and for specific purpose):
___#

b. Number of instances of captor withholding food or water as *punishment*:

1st period ___/___ meals/days
2nd period ___/___ meals/days
3rd period ___/___ meals/days

c. Did you ever fast, either voluntarily or under orders of SRO: Yes ___ No ___

If yes, how many times and how long:

1st period ___/___ meals/days
2nd period ___/___ meals/days
3rd period ___/___ meals/days
4th period ___/___ meals/days

If ordered to fast by the SRO, did you agree with the order: Yes ___ No ___

d. Number of instances medical treatment withheld as coercion for cooperation: ___#

e. Constraint (leg irons, stocks, handcuffs, etc.--constraint for any part of a day equals one day):

(1) Number of separate instances: ___#

(2) Shortest length of constraint: ___ days

(3) Longest length of constraint: ___ days

(4) Total time constrained: ___ days or weeks

f. Other abuses or deprivations not covered above: Brief description (i.e., without gear, winter, 8 days; etc.): _____

_____

_____

PART II

ENLIGHTENMENT

A. *Prior* to capture:

1. In your opinion, did you have sufficient understanding of the Vietnam War: Yes ___ No ___

2. In general, did you agree with the policies of the U.S. Government toward North Vietnam: Yes ___ No ___

3. In your opinion, was your knowledge of the captor adequate: Yes ___ No ___

B. *During* captivity:

1. How would you rate the captor's propaganda program, specifically its effect on you:
Very effective ___ Effective ___
Marginally effective ___ Ineffective ___
Very ineffective ___

2. How would you rate the captor's "reeducation" program, specifically its effect on you:
Positive effect ___ No effect ___
Negative effect (reinforced previous views) ___

3. Did captor provided information affect your morale, even temporarily? Yes ___ No ___

If yes: Up ___ Down ___ Both ___

Comment (if any): _____

---

4. Did you, at any time, distrust or have doubts about another POW whom you later came to know and trust: Yes ___ No ___

5. Can you identify any specific action taken by the captor that you feel had the most effect on your value system: Yes ___ No ___

If yes, what specifically do you feel were the action(s) which most affected your value system (if they be isolation, solitary or torture, please consider within definitions already given):

If no, why do you feel the captor was unable to affect your value system: _____

---

6. Do you think there was effective leadership in the POW organization: All of the time ___
Most of the time ___ Half of the time ___
Rarely ___

C. Immediately *after* release:

1. Did the POW experience leave you bitter or disillusioned: Yes ___ No ___

2. Was the POW experience meaningful to you:
Yes ___ No ___

If yes, briefly describe: _____

---

3. Do you feel the POW experience changed, reordered or restructured your value system:
Yes ___ No ___

If yes, briefly describe the change and how: _____

_____

_____

4. How did you think your physical health was at release point: Excellent ___ Good ___ Fair ___ Poor ___

5. How did you think your mental health was at release point: Excellent ___ Good ___ Fair ___ Poor ___

6. Do you think the POW experience caused you any psychological damage: Permanent ___ Temporary ___ None ___

7. Did you make any close personal friends among the POW groups: Yes ___ No ___

8. Do you think the POWs as a group performed well: Yes ___ No ___

9. How would you rate your own performance in comparison to the group: Well above average ___ Above average ___ Average ___ Below average ___ Well below average ___

10. Do you consider yourself a better person, better officer, better husband, etc.: Yes ___ No ___

11. What would you consider the most important factor(s) responsible for your survival and your current physical and mental health (try to arrange in hierarchical order if you list more than one): _____

_____

_____

D. You have been home approximately one year. Do you feel your value system has changed since your return: Yes ___ No ___

If yes, briefly describe the change and how: _____

_____

_____

APPENDIX C

LETTER AND QUESTIONNAIRE FOR CONTROL GROUP

United States International University

School of Human Behavior
Captain Howard Rutledge, USN

15 February 1974

Dear River Rat and friend:

By way of introduction, I am one of the 566 fortunate souls to have returned to this great land from Hanoi a year ago today. To just say I'm grateful to the many people and organizations that are directly responsible for my return would truly be an understatement--and the "Rats" are certainly not the least of such organizations. And here I am again in need of your help. I will truly appreciate your taking a few minutes of what I know is your valuable time to assist me.

I am currently in the concluding phase of the Master's program at USIU, involved in a research effort that I hope will recover and shed some light on the POW group. The main thrust of my thesis is human values, and those things which bear on them. I need a comparison equivalent group, and since all aircrew POWs were drawn from the same universe as the River Rats where else would I look. You were drawn randomly from the Rat population and your invaluable assistance and cooperation is solicited.

I promise you your direct and candid answers, of interest only in the group sense, will be safely guarded.

I request that you do *not write* your name on any answer sheet or question. Please record your answers directly on the questionnaire form, and use the answer sheet only for the GAP Survey booklet. When finished, please return the whole package in the enclosed manila envelope. You will note it is self-addressed to the university, who will open it before returning the contents to me. This is a final safeguard to protect your anonymity.

If you desire and time permits me, I shall furnish you with significant results of the study. As time is a factor for me (I'm due to graduate in May), I will greatly

appreciate your prompt response, within one week if possible, but no later than 1 March 1974. If you object to any or all of the questions, please leave blank but return the package.

Thank you in advance for your cooperation. My wishes and prayers are for your continued success and good health. If I felt any better about breathing free air again, it'd be against the law.

Howie Rutledge
Capt. USNavy
(Student)

RESEARCH QUESTIONNAIRE

PARTS I, II

INSTRUCTIONS

The purpose of this questionnaire is to obtain demographic data and to solicit facts and feelings in subject areas relevant to the study. Please read each question carefully and indicate your answer by a check mark, number or words as appropriate.

If the results are to be meaningful and valuable, it is necessary for you to give your best answer to each question. There are no right or wrong answers, no grade, and no value judgments to be made. No attempt will ever be made to identify individuals, your anonymity is guaranteed.

PART I

DEMOGRAPHIC DATA

A. The following questions pertain to your status *at the time you were first flying combat missions* in SE Asia:

1. Your age was: ___ years

2. Were you married: Yes ___ No ___

   If yes, how long (at that time):
   less than 1 year ___ 1-6 years ___
   over 6 years ___

   Did you have children: Yes ___ No ___

3. Your formal education was:

   a. High School graduate: Yes ___ No ___

   b. College level:
      less than 2 years ___ 2-4 years ___
      degree ___

   c. Service academy:
      No ___ USAF ___ USNA ___ USMA ___

   d. Graduate level:
      No ___ Yes, but no degree ___ Masters ___
      Doctorate ___

   e. Service schools:
      No ___ NWC ___ Naval War College ___
      AWC ___ ICAF ___ AFSC ___ Other ___

4. Military service (up to combat):

   a. Pilot ___ Crewmember ___

   b. Air Force ___ Navy ___ Marine ___

   c. Length of service:
      less than 3 years ___ 3-5 years ___
      5-9 years ___ over 9 years ___

   d. Regular ___ Reserve ___

   e. Grade level ___ (E-1 thru E-9, O-1 thru O-6)

5. Were you planning to make, or was, the military service your career: Yes ___ No ___
Didn't know ___

6. Had you attended a survival school:
Yes ___ No ___

7. Approximate number of combat missions (total, SE Asia) ___#

8. Were you ever hit by enemy fire: Yes ___ No ___

9. Were you ever shot down and rescued:
Yes ___ No ___

If yes, was it: Day ___ Night ___

Were you injured: Yes ___ No ___

10. What was your religious preference at this time:

a. Catholic ___ Protestant ___ Other ___
None ___

b. How did you consider your religious faith:
Strong ___ Neutral ___ Weak ___

Comment (if any): _____

_____

_____

B. General:

1. Did you have more than one combat tour:
Yes ___ No ___

If yes, did you volunteer for the second:
Yes ___ No ___

2. Did you ever think you might become a POW:
Yes ___ No ___

PART II

ENLIGHTENMENT

1. When you were flying combat missions, in your opinion, did you have sufficient understanding of the Vietnam War: Yes ___ No ___

2. At that time, did you, in general, agree with the policies of the U.S. Government toward North Vietnam: Yes ___ No ___

3. In your opinion, was your knowledge of the captor adequate: Yes ___ No ___

4. When you were flying combat missions, did you read or listen to (i.e., Hanoi Hanna) any Communist propaganda: Yes ___ No ___

   If yes: Frequently ___ Sporadic ___ Rarely ___

   How would you rate the propaganda program, specifically, its effect on you:
   Positive effect ___ No effect ___
   Negative effect (reinforced own views) ___

5. Did the Vietnam War experience leave you bitter or disillusioned: Yes ___ No ___

6. Do you feel the combat experience changed, re-ordered or restructured your value system:
   Yes ___ No ___

   If yes, briefly describe the change and how: ____

_____

_____

7. In the years following your Vietnam tour(s) was there any unusual, major significant event(s) you feel affected your present value system:
   Yes ___ No ___

   If yes, please describe the event briefly and the change: _____

_____

8. In the years following your Vietnam tour(s) have there been major changes in your:
   Education level ___ Religious faith ___
   Marital status ___ Other ___

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